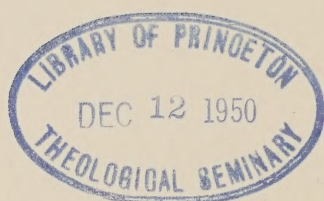


Children's Interests

AND WHAT THEY SUGGEST
FOR EDUCATION

JERSILD - TASCH



LB1065
.J56



Digitized by the Internet Archive
in 2024 with funding from
Princeton Theological Seminary Library

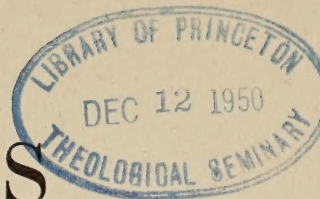
CHILDREN'S INTERESTS

*and what they suggest
for education*

by

ARTHUR T. JERSILD AND RUTH J. TASCH
IN COLLABORATION WITH COMMITTEES OF TEACHERS
OF THE PUBLIC SCHOOLS OF SPRINGFIELD, MISSOURI

BUREAU OF PUBLICATIONS
TEACHERS COLLEGE, COLUMBIA UNIVERSITY
: NEW YORK, 1949 :



COPYRIGHT, 1949, BY TEACHERS COLLEGE, COLUMBIA UNIVERSITY

PRINTED IN THE UNITED STATES OF AMERICA

*Members of Committees of Springfield, Missouri, Teachers
Who Collaborated in Initiating and Continuing the Study*

MRS. VIRGINIA ASKENS

MRS. GEORGE ATON

MR. THOMAS BABB

MRS. ROBERTA BARTLEY

MISS JUANITA BAXTER

MISS FERN BEARDEN

MISS CATHERINE BROWN

MISS ELSIE BUTLER

MRS. RUTH BYERS

MISS ELOISE CALLOWAY

MISS MAXINE CARTER

MR. AUBRY CHASTAIN

MRS. BEATRICE CHILES

MISS MYLDRED CORGAN

MISS MARY CRISS

MISS HELEN DICKINSON

MRS. NINA DITMARS

MISS VIRGINIA DOUGLASS

MISS EDNA DUGAN

MISS MAXINE GRACE

MRS. NAOMI HALL

MRS. GALDISE HALLAM

MRS. MILDRED HEINLEIN

MISS O'ETA JENSEN

MISS CLEVA LITTLE

MRS. ARENA LLOYD

MRS. ALDINE MILLER

MISS EDITH MOORE

MISS MAY PATTERSON

MRS. NORMA PETERSON

MISS CAROLYN PLATTE

MISS JANICE PRAY

MISS WILMA ROSTER

MISS NORA MARIE SHEA

MISS MAMIE SHELTON

MRS. EDITH SNYDER

MISS RUBY STECKER

MISS RUBY STONE

MISS MARGARET WAESPE

MISS EUGENIA WEATHERMAN

MISS LEOTA YOUNGBLOOD

FOREWORD

The nature and development of children's interests have been discussed and studied by educators for a long time. The writings of John Dewey did much to clarify the relationship between learning and interest and served to increase the realization of the significance of the problem. There are still, of course, many misunderstandings and disagreements as to the nature of interests and the use to which they can be put in the classroom. A large number of the activities in which children are expected to engage in school seem to violate the conviction that the interests of the children themselves are important.

Because of the many teachers who are sensitive to pupil interest, it was no surprise when several of the schools associated with the Horace Mann-Lincoln Institute of School Experimentation expressed a wish to work in this area. Many of these associated schools had available for examination and discussion a book written by Jersild and his associates and subsequently published by the Institute entitled *Child Development and the Curriculum*.

From the beginning it has been the belief of the Institute that significant research could result from work undertaken in normal school situations. The teachers in Springfield, Missouri, were among the first to decide to undertake a cooperative study of children's interests. This volume reports the results. It is the first Institute publication of its type and is of particular interest to the members of the Institute staff because it shows what can be done when investigations are conducted cooperatively by a group involving teachers, supervisors, and members of a university consultative staff.

Children's Interests reports a great deal of new information and makes clear the extent to which interests are dependent upon the

particular experiences that children have had. The study, too, explores more completely than heretofore a relatively simple technique which teachers can employ in studying their own pupils. As has been true of previous Institute publications in child development, the present study was subsidized in part by funds received by Teachers College as income from the Parents' Institute, Incorporated.

GORDON N. MACKENZIE
STEPHEN M. COREY

AUTHORS' PREFACE

IF THERE IS VIRTUE in having many authors this report should be very good. Several hundred teachers and parents have had a hand in it.

The persons who have been most closely associated with the study are the teachers of Springfield, Missouri. It was the teachers there, under the leadership of Superintendent Harry Study, Dr. D. C. Rucker, and Miss Alice Pittman, who instigated this study as one of many forward-looking activities that have been undertaken at Springfield, and who participated in the investigation until it reached its present state. The names of the teachers in Springfield who participated most actively are presented on a preceding page. While these people have contributed greatly to the study, they should not be held responsible for the interpretations which the authors have given to the findings.

Soon after the procedure that was used in this investigation was devised a number of teachers in Radford, Virginia, made an appraisal of it from the point of view of what value the information it derived might have for the individual classroom teacher. Their reports encouraged the investigators to continue. Superintendent F. E. DeHaven, Miss Ethel Roberts, and Miss Ida Einstein were especially helpful in this matter.

Responses from children in schools throughout the country were obtained through the cooperation of many teachers and administrators and many persons contributed to the study through participation in discussions of the findings or through critical reading of the manuscript in its various stages of preparation. Among those who were especially helpful either in giving us access to data or in offering suggestions with regard to the interpretation of the data are Miss Rosemary Myers of Westport, Conn.; Mr. Stuart Eicheler

of the Hessian Hills School; Dr. Max Goodson and Miss Marion Young of the Horace Mann-Lincoln School; Miss Anna Falk of New York City; Mr. Kenneth Coulter of Glen Rock, N. J.; Miss Isabel M. O'Shea and Miss Margaret Sullivan of Ridgefield, Conn.; Mr. Theodore Diller and Miss Celestine Johnson of Teachers College.

Our colleagues on the staff of the Horace Mann-Lincoln Institute of School Experimentation were helpful throughout. They listened patiently while we gave our interim reports and entered into lively discussions of our findings and what we had to say about them. We are especially grateful to Dr. Gordon Mackenzie, the Executive Officer of the Institute while the study was in progress, for his warm support and for his wise counsel. Dr. Ruth Cunningham, Dr. Chandos Reid, Dr. Charlotte del Solar, and Miss Betty Schneider generously found time to read our manuscript and to give us a good deal of valuable and welcome advice. Miss Jane Gifford gave us very helpful editorial assistance. Mrs. Margaret Meigs, Mr. El-Demerdash Sarhan, Mrs. Elizabeth G. Penn, and Mr. George Dunlop provided us with supplementary data from studies which they had in progress and which added to the meaning of our own findings.

We are deeply grateful to Mrs. Muriel Dalton, who brought her good judgment and common sense to bear on the study throughout all its stages, including the final hurdle of composing, typing, and proofreading the manuscript.

A. T. J.

R. J. T.

CONTENTS

1. THE NATURE OF THE STUDY	I
The Interest Finder, 2. How the Finder Was Used, 3. Treatment of the Data, 4. Trustworthiness of the Replies, 4. The Groups Studied, 5. Other Sources of Information, 6. The Bounds of This Study, 7.	
2. CHILDREN'S WISHES	9
Specific Material Things, 10. The Significance of Gifts, 11. School and Intellectual Pursuits, 12. Self-Improvement, 13. Personal Aspirations Compared with Educational Goals, 15. People, 18. Personal Flavor of Wishes for Benefits to Mankind, 18. War and Peace and Welfare of the World, 19. Living Quarters, 20. Trips, Visits, and Excursions, 21. Sex Differences in Children's Wishes, 21.	
3. "ONE OF THE HAPPIEST DAYS IN MY LIFE"	22
Happiest Days in Relation to People, 22. Happiest Days in Relation to Things, 22. Holidays as Happiest Days, 23. Age and Sex Differences in Relation to Happiest Days, 23.	
4. FINDINGS ON THE SCHOOL PROGRAM	25
Frequency of Mention of Liked Best or Disliked Most Items, 26. Unfavorable View of the Social Studies, 27. Comments by Teachers on the Findings on the Social Studies, 32. The Need for Meaningful Activities, 34. Changes with Age in Outlook on What School Offers, 36. Comparisons of Children in Seven Different Schools, 39.	
5. DECLINE, WITH AGE, OF CHILDREN'S EDUCATIONAL MORALE	41
Increase with Age in Mention of Dislike of School, 42. Mention of Dislike of School in Describing Wishes and Happiest	

Days, 42. Possible Reasons for Diminished Interest, 43. Teachers' Views on Possible Reasons for Diminished Interest, 43. Other Considerations Bearing on Educational Morale, 44.	
6. OUT-OF-SCHOOL INTERESTS	47
"What I Like Best Outside School," 47. "What I Dislike Most Outside School," 49.	
7. THE PLACE OF THE SCHOOL IN THE CHILD'S PRE-OCCUPATIONS	52
8. AFFECTION, COMPANIONSHIP, AND FEELINGS ABOUT PEOPLE	54
Difference in Feelings Toward Other Persons in Various Communities, 56. Implications of Findings on Human Relations, 57.	
9. INCIDENCE OF RESTIVENESS, BOREDOM, AND REPETITIVE AND TIME-KILLING ACTIVITIES	60
Uninspired Play Activities, 60. Boredom, 60. Time-Killing Activities, 61.	
10. POTENTIAL AND REALIZED INTERESTS	63
Limiting Factors, 64. Wasted Potentialities, 64. Lasting Gaps, 65.	
11. INTERESTS AND NEEDS	69
12. SUMMARY	71
The Personal Touch, 71. We Like What We Learn to Like, 73. Self-Improvement and Educational Morale, 74. Relative Unpopularity of the Social Studies, 76. Interests Compared with Needs, 79. Out-of-School Chores, 79. Differences in Social Friction, 80. Lifelong Gaps, 81. Unused Talents, 81. The Place of Interests in a Philosophy of Education, 85.	
APPENDIX A. Springfield Interest Finder	91
APPENDIX B. Categories Used in Analysis of Children's Interests, Likes, Dislikes, Wishes, Happiest Day, "Where Like Best to Go"	92

CONTENTS

APPENDIX C. Consistency of Trends in Academic Interests	xiii
APPENDIX D. Tables (See list below)	104
APPENDIX E. Reactions of Teachers to the Interest Finder	106
	172

TABLES

I. My Three Wishes (Including Wishes Pertaining to Life In and Out of School)	108
IA. Wishes for Specific Objects and Equipment, Material Things	116
IB. Wishes	118
II. Special Summary of Wishes Pertaining to School Only	124
III. One of the Happiest Days in My Life (Including Life In and Out of School)	128
IV. One of the Happiest Days in My Life (Pertaining to School Only)	134
V. What I Like Best in School	138
VI. What I Like Least or Dislike Most at School	142
VII. What I'd Like to Learn More About at School	146
VIII. The Most Interesting Thing I Have Done at School During the Past Week or So	150
IX. What I Don't Care to Study About	154
X. What I Like Best Outside School	158
XI. What I Like Least or Dislike Most Outside School	162
XII. Comparison of "Like Best" and "Dislike Most" Responses of Children in Grades 4, 5, and 6 in Varied School Situations Including Public (Ps) and Private (Pr), Negro (N), and White (W)	166

CHILDREN'S INTERESTS

and what they suggest for education

. 1 .

THE NATURE OF THE STUDY

This study deals with children's wishes, interests, likes, and dislikes. The aim is to obtain information concerning children's interests and to ask what they mean for the school.

The study was begun at the request of schools associated with the Horace Mann-Lincoln Institute of School Experimentation. When the Institute's program first got under way, several of the Associated Schools reported that there was a need for more light on the subject of children's interests and concerns. Plans for a co-operative study of children's interests were discussed at a conference of the Associated Schools and the Institute. The original plans called for studies of the interests of individual children and also a survey of interests revealed by children in group situations, such as in the classroom or on trips.

The earliest steps were taken by two groups of teachers at Springfield, Missouri, under the leadership of Alice Pittman. Several other schools, in systems associated with the Institute and in other systems, have since contributed to the data.

After preliminary work at Springfield it was decided that it would be helpful first to make a general survey of children's interests as revealed by their wishes, likes, and dislikes. For this purpose, a short form to which children were to respond individually was devised. This form is referred to in this report as the Springfield Interest Finder. All who have worked with it realize that it represents only one of many ways of studying children's interests. But since the information it brought to light when it first was tried appeared

to be significant, it was decided to use it to gather data both in Springfield and in other parts of the country.

THE INTEREST FINDER

The Interest Finder is a one-page form which asks first for the child's name, age, grade, and sex, the names of his teacher and his school, and the date of the investigation. It then asks the child to respond to certain items which have been used more or less widely in earlier studies:

My three wishes:

What I'd like to learn more about at school:

What I don't care to study about:

What I like best in school:

What I like best outside school (that is, away from school, when I'm not at school):

What I like least at school:

What I like least outside school (that is, away from school, when I'm not at school):

What I want to be or do when I grow up:¹

The most interesting thing I have done at school during the past week or so:

One of the places I especially like to go in —: ¹

One of the happiest days in my life:

The aim in using items such as these rather than, say, a check list, was to leave the children as free as possible to answer in their own way.

We are taking a certain amount of liberty with the term *interests* when we apply it to this compilation of items, but it is hard to find a term that fits better. There are, of course, many other questions that might be asked in both general and very specific terms to explore children's interests. Moreover, it is quite possible that when a child tells what he likes best in school, for example, he may simply be indicating that he has a preference for one thing as compared with certain other things, rather than a self-sustained interest in a freely chosen activity. Yet there is ample precedence for applying the term to what children report when they describe what they like.

¹ The answers to these items are not treated in the present report.

Wishes are not necessarily the same as interests, but they do have a common element, for a child's wishes, in reflecting what he thinks he would like to have, either directly or indirectly reveal what he would like to do or experiences that appeal to him.

Whatever the name for it should be, it appeared that the information would have a bearing on a number of issues that are important for education. It began to appear that we need a view of children's interests that is more realistic than some views which have prevailed in education, that we might also adopt a far more generous conception of the role interests can play and the meaning they might have in the lives of children than has commonly prevailed in our philosophies of education and in our ideas concerning the home training of children. It also began to appear that the interests of children as well as of their elders might be much enriched by closer communication between the school and the community and more active attention to the resources which each could make available to the other.

HOW THE FINDER WAS USED

Above the third grade, children wrote their responses to the Interest Finder. In the first three grades, one child was interviewed at a time.

Children who responded in writing required about twenty minutes or less to answer the questions. The length of time required for individual personal interviews with younger children varied, but as many as eight or ten first or second grade children could be interviewed in an hour.

The Finder was presented by homeroom teachers, principals, supervisors, or someone from the outside who had an interest in the study. Instructions were simple. Pupils were told that educators were seeking information from children in different parts of the country, and that their help would be much appreciated. The youngsters were asked to feel free to answer as they wished. They were assured that the information would be confidential and would not count against them in any way. They were told not to worry about spelling. They also were told that if there was any question they did not wish to answer, they could leave the space blank.

Most of the teachers who participated and who were later questioned reported that the children were interested, that they seemed to respond quite candidly, and did not try to give the "right" answers. Few children seemed embarrassed, and few objected to the questions.²

TREATMENT OF THE DATA

Through trial and revision, a set of categories was devised for analyzing the data. Answers that seemed to have a common element were put under common headings or subheadings. After categories for analyzing the replies to individual items on the Interest Finder had been prepared, steps were taken to prepare one comprehensive set of categories that could be applied in analyzing all the items. This final set of categories is reproduced in Appendix B, pages 92-103.

Two workers separately analyzed the replies from 41 children, representing a total of 515 items, and then compared their work. The two workers had similarly classified 481 of the items, or 93.4 per cent of the total, under identical headings and subheadings. Seven of the remaining items were placed in the same major category but not the same subcategory.

TRUSTWORTHINESS OF THE REPLIES

The usual test-retest measure of reliability did not seem suited to this study. A child may now wish for a football helmet. Some days or weeks later he may wish for a baseball glove. Although the wishes are quite different, they are, from a functional point of view (and quite probably also from a psychological point of view), very similar. Moreover, the same item may have different meanings at different times. A child might now wish for candy because he is hungry for it; he might another time wish for candy because he wants to use it to win favor with others. One youngster wishes for a baseball glove with his thoughts fixed primarily on how it will im-

² A brief questionnaire pertaining to these matters was responded to by seventy-three teachers. Most of the teachers also reported that they were interested in the information yielded by the Finder and that the information was valuable.

prove his game; another wishes for a new glove with the idea of showing it off to others.³

For the purpose of a study that is designed like the present one to give a broad survey, the answer to the question whether certain trends are trustworthy must be found in part by asking whether similar groups of children confirm one another. For the purpose of this survey, it is important not simply to ask whether this or that detail which a particular child reports fully reflects his desires but to raise the question whether the kind of replies children give, the language they use, the mode of expression they employ actually are characteristic of children at different age levels and in various groups. The fact that many important trends and tendencies are confirmed will be pointed out in later sections of the study.⁴

THE GROUPS STUDIED

Pupils in grades 1-12 took part in the study. They represent large-city, small-city, suburban, and small-town communities variously located in the Middle West, in the South, and in several localities within a radius of a hundred miles of New York City. Information was obtained both from Negro schools and from white schools.⁵

The children included in the major tables in this study represent three groups numbering collectively 2,248 children. The data were all collected subsequent to World War II.

In addition, the study includes data obtained from other, smaller groups ranging in number from 40 to 485, representing over 1,000 children in all. These include groups from public and private, Negro

³ Studies reviewed by D. Fryer (*The Measurement of Interests in Relation to Human Adjustment*. New York: Henry Holt and Co., 1931. 488 pp.) show that one can expect a good deal of inconsistency in children's replies concerning their liking for school subjects. In the present study it likewise was apparent that children's reactions sometimes were influenced by transient factors, such as a recent interesting field trip. If an intensive study were made of a single class, as distinguished from a survey of trends in large numbers of classes, it would be necessary to obtain more than a single expression of children's interests.

⁴ A statement of findings in a study of the consistency of children's answers when two similar groups were studied in successive years is given in Appendix C.

⁵ The tables in Appendix D identify the groups more specifically in terms of age, grade, and sex.

and white schools from whom information was obtained while World War II was in progress or after the war had ended.

Included in the data also are responses to the Interest Finder by pupils who took part in a study by George M. Dunlop, still in process, of children's fears.⁶ This made it possible to compare any parallels that might exist between children's wishes and their fears.

In the final tabulation of the data, the children were classified in four groups according to age and grade as follows: (1) grades 1-3, including children aged 6-9 years; (2) grades 4-6, including children aged 9-12 years; (3) grades 7-9, including children aged 12-15 years; (4) grades 10-12, including children aged 15-18 years.⁷

OTHER SOURCES OF INFORMATION

Three related studies are in preliminary stages. One, by Elizabeth Penn, aims to throw light on the meaning and motives behind children's interests through interviews with children and with the children's parents and teachers. In another, Margaret Meigs has obtained information from adults concerning what they, in looking back, think they would have answered if questioned when they were children, what they now wish they had learned more about as children, what they now are studying or interested in learning. A study by El-Demerdash Sarhan will compare interests of Egyptian and American children. The study by Dunlop mentioned above compares children's troubles with their wishes and interests.

⁶ This doctoral study is in process at Teachers College, Columbia University.

⁷ In the first treatment of the data, more highly refined age-grade groupings were used. However, the authors soon observed that there were variables in the child's environment which often seemed to have a more pronounced influence on his revealed interests than the variable of a year's difference in chronological age. It appeared that a grouping in terms of grade as well as age was wise, since grade level determines to some extent what children are exposed to and what is expected of them. There are also certain changes in grouping and routine as children move up through the grades, notably from the elementary school to junior high school and from there to senior high school, which seem to influence their liking for what the school offers.

As can be noted, the age-grade grouping is such that there is overlapping in age between the oldest children in one group and the youngest children in the group next in order. At the same time, children above or below the age range here tied to a given grade range were eliminated. These measures were all taken, after a good deal of prior manipulation, in order to obtain an approximately typical or modal age-grade grouping.

THE BOUNDS OF THIS STUDY

We would like to remind the reader that this study is frankly a survey of the wishes, interests, likes, and dislikes children express when they are asked very simply, much as a teacher or parent might ask, what they wish and what they like best and dislike most. The study does not purport to give a clinical analysis of the motives underlying these expressions, although such a study would also be important. The aim, rather, is to examine the activities and situations through which children seek to realize their wishes as described in the practical language of everyday life and to examine their conceptions of what they like and do not like at school, whatever the underlying motive may be.

In the process of examining this information we will also look at things which children leave unsaid and raise questions concerning interests that perhaps might have been acquired. We will consider factors that must be taken into account in discovering and drawing forth the variety of potential interests for which provisions would have to be made if children are to realize their varied gifts and abilities.

In this account we have placed all the major tables in an Appendix. Some readers probably will welcome this. Others may wish that the tables were incorporated in the text. As it happens, most of the tables are so painfully long that the extra task of looking them up in an appendix is a minor one compared with the operation of looking at them at all.

We have also taken the liberty of dwelling at greater length on some of the findings presented in the tables than on others. We have not, for example, singled out for separate discussion each detailed comparison that might be made, say, between older and younger children, between boys and girls, or between children in different parts of the country.

This report has also been influenced by the fact that the study has involved the cooperation of many people and in the process of this cooperative work the findings were tabulated and discussed in several stages along the way before all the data had been collected and before final tabulations could be made. As evidence of this the

reader will observe, for example, that here and there we have summarized the opinions registered by teachers and others in discussion of the meanings or implications of some of the findings.

We have also allowed ourselves to be intrigued by certain findings which we would not have noticed if we had taken for granted that some of the interests which are common in our culture are more "natural" than some interests that happen to be uncommon.

. 2 .

CHILDREN'S WISHES

A person's wishes directly or indirectly reveal something concerning his outlook on life and what he wants from it. For this reason, findings with regard to the wishes children express might tell us much that is significant for education.¹

The wishes children express may, of course, spring from a variety of motives. Moreover, children, like adults, will vary in the extent to which they appreciate why they wish for this or that. But whether the wish is simple and sufficient in its own right or represents a complicated motive which the child either is aware of or does not recognize or understand, the wish still is his formulation of a desire. Moreover, the wishes children express take on added meaning when they reveal certain outstanding tendencies in relation to age and reflect, especially as the children grow older, certain goals and aspirations that have very pertinent implications for the program of the school.²

¹ Tables I and II in Appendix D show wishes classified in various categories according to grade levels and sex and with separate values for the three large school populations studied. Table IB is more detailed, based on populations A and B only.

² Previous studies of children's wishes include: Goodenough, F. L., "The Diagnostic Significance of Children's Wishes," *Mental Hygiene*, 1925, 9, 340-345; Washburne, J. N., "The Impulsions of Adolescents as Revealed by Their Written Wishes," *Journal of Juvenile Research*, 1932, 16, 193-212; Jersild, A. T., Markey, F. V., and Jersild, C. L., *Children's Fears, Dreams, Wishes, Daydreams, Likes, Dislikes, Pleasant and Unpleasant Memories*, Child Development Monographs, No. 12, Bureau of Publications, Teachers College, Columbia University, 172 pp.; Speer, G. S., "Oral and Written Wishes of Rural and City School Children," *Child Development*, 1939, 10, 151-155; Witty, P. and Kopel, D., "The Dreams and Wishes of Elementary School Children," *Journal of Educational Psychology*, 1939, 30, 199-205; Zeligs, R., "Children's Wishes," *Journal of Applied Psychology*, 1942, 26, 231-240.

SPECIFIC MATERIAL THINGS

A large proportion of children at all ages wish for material possessions, but there is a decline with age in wishes for specific material things, and there are some changes also in the particular things that are mentioned.

Wishes under the subheading of toys, tools, specific objects, vehicles, and other specific material things were expressed by 80 per cent of children in grades 1-3 and by 22 per cent of children in grades 10-12. Changes in the equipment wished for included a shift from wishes for bicycles to wishes at the high school level for motorcycles or automobiles.³ Another notable shift appeared in connection with wishes for money and wealth, one subcategory under the general heading of wishes for material things. About 30 per cent in a sampling of 100 of the oldest children, compared with 6 per cent in a sampling of 100 of the youngest group, expressed wishes for money or wealth.

Readers interested in comparing the present findings with studies that might be made of children in other regions or in other countries may be interested to know that few children mentioned food in any part of this study. In a separate tabulation that was made of a sampling of 100 children in each of the age-grade groups, there was no child who expressed a wish for food. Preliminary findings in a study by Sarhan of Egyptian children show that many of the Egyptian children mentioned food.⁴ It should be added that food might have appeared more prominently in the American findings if the children had been pressed for details as to why they wanted, say, to visit a certain relative, or why a certain holiday was one of the happiest days of their lives. However, it is probable that if food figured in these occasions it would be as a special feast or treat.

³ A breakdown of category A into more detailed subcategories is shown in Table IA in Appendix D. Table IB gives a more detailed tabulation based only upon populations A and B. In the sampling represented in Table IA, 34 per cent of children in grades 1-3, compared with 2 per cent at the high school level, wished for locomotor apparatus propelled by the child himself, including bicycles; on the other hand, 15 per cent of the younger children, compared with 47 per cent of the oldest group of children, wished for self-propelled vehicles, including automobiles and motorcycles.

⁴ At the fifth grade level in Cairo, 34 per cent of children in a low-income group wished for food; in a rural group, 8 per cent wished for food; in an upper-income group there were no wishes for food.

THE SIGNIFICANCE OF GIFTS

A large proportion of the objects children request in their wishes for material things are items that would be useful in connection with their sports and games (see Table IA in Appendix D, in which wishes for specific objects and equipment and material things are shown in more detail than in Table I).

Although the fact that children, and notably those in the first six grades or so, set such great store by specific material things is a familiar one, it still is noteworthy. Parents and others who deal with children in the home often have an opportunity to observe a child's joy and gratitude when he is given a toy or a tool or some other material object. The child's gratitude often seems to go quite beyond the material value or even the practical usefulness of what is given.

As we have noted, the use to which the child can put the material may be quite important to him, but the warm response probably means that the gift has an appeal that goes deeper than a desire to possess or to use something. This appeal may be many-sided. What he receives may to him be a token of affection. It may represent a sign of respect for his abilities and an interest in his activities. It may represent a subtle form of encouragement, as when parents give paints to a child who is beginning to show an interest in painting.

A gift may add to a child's sense of importance. Sometimes a child will respond to a gift as though a social hunger had been satisfied. Again, a gift may represent a gesture of forgiveness or a vote of confidence, especially in cases where there have been doubts that the child is a responsible person. Thus a gift of a jackknife to a young boy may, among other things, mean to him that his parents now trust him to use it.

The authors believe that schools could take more account than they commonly do of the simple but profound fact that gifts may have a deep significance in the child's life. In proportion to the total educational budget it would be quite inexpensive for the school to make an outright gift of some things that children customarily are required to buy, or to use on loan, or to go without. And, to re-

verse an old folkway, a teacher might find it very rewarding sometimes to give an apple to a pupil.⁵

We are not proposing that children be bribed for good behavior or be paid for having learned. We realize that there is danger in indiscriminate giving. But this would still leave room for gifts that not only can serve an educational purpose (such as materials useful in the arts and crafts) but can also serve as tokens of good will and aids to morale.

The pleasures that gifts afford and the incentives for learning they can provide are not, of course, restricted to things the school might hand over to children. From ordinary observation we know that children can learn to derive great pleasure from giving gifts as well as from receiving them—witness, for example, the joy many youngsters derive from giving their parents things they have made at school, such as bookmarks, calendars, pot-holders, table lamps, and the like. Pupils also are able to enjoy making and giving things to schoolmates, as when they prepare gifts for the members of another class who have been invited to a party, or prepare May books, valentines, and the like.

SCHOOL AND INTELLECTUAL PURSUITS

The children's wishes, as recorded, included a small number pertaining to school.⁶ Some of these, however, expressed a grievance. At the junior high school level negative wishes (such as, "I wish I didn't have to go to school") outnumbered positive wishes more than ten to one. At the senior high school level, such negative wishes outnumbered positive ones more than two to one. In contrast to this, in the first three grades positive wishes pertaining to school slightly outnumbered negative wishes (although the total in either category was small). This is only one of many bits of evidence

⁵ In saying this, we realize that teachers very often give things to their pupils, especially when children suffer from real physical needs. They are often far more generous than might be expected in view of the salaries they receive. We still believe, as indicated above, that the role of gifts in gratifying psychological needs might receive more attention.

⁶ A separate tabulation of wishes pertaining to school is shown in Table II in Appendix D.

which indicate throughout the study that the educational program seems to become less vital as children grow older.

There was no consistent change with age in connection with wishes having to do with intellectual activities such as reading, writing, working with numbers, and nature study. At no level were there many wishes of this sort, but it is interesting to observe that wishes that involved having books to read or going to the library were, if anything, more frequent at the primary school level.

Wishes having to do with artistic activities and enjoyment of art were expressed by a limited number of children at all grade levels, and in some groups quite a sizable number of youngsters expressed wishes in this category. In the total population the percentage of children in the various age-grade groups who expressed wishes pertaining to art ranged from about 3 to about 6. In some of the constituent groups the percentages were higher. In population A, for example, at the junior high school level, 11 per cent of children expressed wishes in this category. Most of these had reference to music—playing, having an instrument, taking part in musical programs, and the like. In the population as a whole, wishes relating to art showed no consistent trend with age.

At most age levels only a relatively small percentage of children expressed wishes pertaining to life and work at school. Many of the wishes were desires, at the high school level, for self-improvement, educational opportunity, or vocational fitness. Many of these expressed hope for the future, such as being able to go to college or to obtain certain kinds of training. There were relatively few which bore upon the child's contemporary school life.

SELF-IMPROVEMENT

A striking feature of the wishes of older children is the frequent desire voiced for skills, qualities, or opportunities that will enable them to be independent and stand on their own feet. Many of them want to understand themselves better, to possess certain personal qualities, abilities or skills, to prepare for work or other demands of adult life, or to be established in a particular vocation. About 70 per cent of the children at the senior high school level expressed

wishes under the general heading of self-improvement, self-understanding, and vocational placement or preparation.⁷

Many children at earlier levels also expressed such wishes. In the first three grades approximately one child in ten expressed wishes in this category, and in grades 4-6 almost a third of the children expressed such wishes. At the junior high school level 58 per cent of the children in the total population expressed wishes under this heading.

While so many of the high school pupils expressed a desire to improve their skill or competence, to possess fitness for a certain vocation, or to be successful in life, many of them did not seem to feel that the educational program helps them much (at least in their own judgment) to promote this desire. As we shall note later, when children directly tell what they dislike in and out of school, a large proportion of them complain about homework and about the school's demands. When describing what they like best in school, the proportion of young people who mention features that parallel wishes for self-improvement is relatively small. About a third of the high school pupils reported that what they liked best at school was sports, games, and recreational activities. These are no doubt valuable, but we could hardly regard these activities as the answer to a desire for self-improvement and vocational preparation. Nor did they, in the phrasing of the children, seem to be so construed by the children themselves.

While 70 per cent of the children at the senior high school level expressed wishes under the broad heading we are now discussing, the percentage who gave replies that explicitly fell under this head-

⁷ In the total population at grades 10-12 wishes in this category were expressed by 71 per cent of the girls and 69 per cent of the boys. The wishes of the boys and girls in the various subcategories were quite similar in frequency. In the total population (boys and girls combined), wishes under this general heading were distributed as follows:

Intellectual (to be smart, have a good memory, etc.)	12.9%
Educational (get a college education, etc.)	16.3
Personal and physical qualities (good morals, good manners, good looks)	6.7
Religious qualities and experiences (to be saved)	.6
Vocational competence or placement (be a doctor, opera singer)	34.6
Commercial subjects (take typing, etc.)	.8

ing when describing what they liked best in school was only 10.2. In describing what they would like to learn more about, 27 per cent of the senior high school pupils gave replies in this general category. The corresponding percentage in response to the item "what I don't care to study" was only 2.4.

A summary of the frequency of various answers under the general heading of self-improvement and vocational aspirations based on populations A and B is shown in an accompanying footnote (not all these details were computed for population C, but the inclusion of C would not alter the main trends).⁸ The number of children represented is 230 at the senior high school level (grades 10-12).

PERSONAL ASPIRATIONS COMPARED WITH EDUCATIONAL GOALS

As his wishes reveal, the older child thinks in more inclusive terms than does the younger child, and his plans go beyond the immediate situation. However, he does not to the same extent tend to describe his school experiences in terms of general and inclusive goals or benefits. A high school pupil, in expressing his wishes, is more likely to say he wants to be an aviator or a businessman

⁸ Per cent of children explicitly naming items in various subcategories under the general heading of self-improvement, vocational placement, etc., in naming their wishes, what they like best or dislike most at school, and what they want to learn more about or don't care to study about:

	Wishes	Want to Learn More	Don't Care to Study	Like Best (at School)	Dislike Most (at School)
Intellectual improvement	13.0%	0%	0%	4.3%	.4%
Educational opportunity	17.8	0	0	0	0
Understanding of human nature (self and others)	.4	10.9	0	1.7	.4
Social graces, manners	1.3	.9	0	0	0
Personality qualities	.9	0	0	0	0
Moral qualities, virtues	2.2	0	0	0	0
Religious qualities, experi- ences	.9	1.3	0	0	0
Physical appearance	1.7	0	0	0	0
Independence, success	11.3	0	0	0	0
Vocations, work	35.6	2.6	0	0	0
Commercial courses in school	1.3	15.6	.4	3.9	.9

than to state, in describing what he *likes* or would like to learn, that the school he attends is helping him to prepare himself for these careers.

He is more likely to *wish* for ability to get along well with others or to have a good personality, or to be a success in life, than to imply, in describing what he likes about school or would like to learn, that the school is helping him or might help him to achieve these ends. Such a discrepancy in phrasing of *wishes* and *likes* is perhaps to be expected by virtue of a difference in the phrasing of the items in the Interest Finder. It still is interesting to note, however, that a large proportion of pupils, in evaluating high school, do not express their likes (or dislikes) or what they especially desire to learn in terms of large goals or objectives in their own lives which, in their judgment, the high school they attend is helping or failing to advance.

It should be pointed out, however, that a closer relation appears when we examine the specific things pupils especially like or especially wish to learn more about at school in the light of the aspirations which they express in their three wishes, whether in specific or general terms, and in the replies they give when asked what they want to be when they grow up. In order to get more detailed information on this matter, a sampling of 200 pupils from grades 10-12 in populations A and B was examined. Among these pupils there were 111 who expressed wishes under the general heading of self-improvement and vocational aspirations. Somewhat less than half (41.5 per cent) of these, in mentioning what they wished to learn more about or what they liked best in school, named matters that could readily be construed as something that might contribute to the achievement of these wishes. Included here were matters that were specifically related, such as the wish to be a good typist and the mention of typing in the response to the "learn more" question. There also were matters that seemed to have elements in common, such as a wish to be an aviator and a desire to learn more about astronomy; or a wish to be a doctor and a desire to learn more about biology; or a wish to be a stenographer and a desire to learn more about English; or a wish to be an engineer and a desire to learn more about mathematics. Such responses were regarded, for

the purpose of this computation, as related, even though the young people did not specifically state, for example, that they regarded their work in biology as something connected with their aspiration to be doctors. Moreover, included among the 41.5 per cent of the cases in which there seemed to be a tie between wishes and what the children liked or hoped for in school, there were many instances in which the responses apparently described things which the school actually did not offer, such as a course in nursing or one on boy-girl relations.

There was an even closer relation between answers to the questions of what the young people wanted to be when they grew up and the features of the school program for which they expressed a liking or the things which they expressed a desire to learn more about. Among the 200 children in the sampling just mentioned, 170 named the vocation they hoped to enter. Somewhat over half (53 per cent) of these mentioned things at school which they liked or wished to learn which seemed quite clearly to be related to their vocational ambitions or which might be construed as being related to them (as in the illustrations cited above). It is possible, of course, that any school subject can help to further almost any vocational ambition, although in most of the instances not included in the 53 per cent the connection seemed to be somewhat remote, as when a girl who reported that she wanted to be a beauty operator mentioned mathematics or student self-government as the thing she liked best or wanted to learn more about.⁹

⁹ Following is a summary of the replies of individual children at the senior high school level to all the questions on the Interest Finder considered in relation to each other, from the point of view of children's wishes for self-improvement, the kinds of jobs they stated they would like to have when adult, and what they liked best in school or said they would like to learn more about in school.

Wish with no obviously related "learn more" or "like best" item.	57 %
Wish with specifically or generally related "learn more" or "like best" item (want to be band leader, like to learn more about music; want to be doctor, like to learn more about biology).	41.5
"Want to be when grown up" with no directly related "learn more" or "like best" item.	47
"Want to be when grown up" plus specifically or generally related "learn more" or "like best" item (want to be a typist, like typing best at school; want to be engineer, like to learn more mathematics).	53

PEOPLE

Wishes pertaining to relatives, friends, pupils, teachers, or other people, and including wishes to be with others or a desire that benefits might befall them, are expressed by a large number of children of all ages. There is a tendency toward an increase in such wishes as children advance in the grades.

There is also a shift with age in the identity of the persons to whom the wishes pertain. In grades 1-3 nearly all wishes for other persons pertained to members of the child's own family. In the intermediate grades, the wishes also related mainly to parents or to brothers, sisters, or other relatives. But at the junior high school and the senior high school levels the youngsters expressed relatively more wishes for friends and companions.¹⁰

This tendency to reach beyond the home into the larger world is confirmed by many other findings in this study. As this interest in the larger world develops, some children also begin to be interested in greater understanding of people and of what makes them behave as they do. About 8 per cent of senior high school children in the three populations expressed a desire for learning more about human behavior when they told what they would like to learn more about.¹¹ While this number is not large, it is quite impressive. Psychological study of the kind here asked for has not been widely introduced into the high school curriculum. If pupils generally had the notion that the high school might offer something of the sort, it is possible that far more than 8 per cent would ask for it.

*PERSONAL FLAVOR OF WISHES FOR BENEFITS
TO MANKIND*

As the children grow older there is, in addition to the increase in wishes pertaining to other specific persons, an increase also in wishes

¹⁰ In grades 10-12 about a third of the pupils expressed wishes pertaining to people; in grades 1-3 the average percentage was 16.3. Section 8 again deals with the theme of children's sentiments toward other people as revealed in their responses to the Interest Finder as a whole.

¹¹ This statement is based on a separate computation which is not shown in the tables in Appendix D.

for benefits to mankind at large. Less than 3 per cent of the children in the primary grades expressed wishes for the welfare of mankind as compared with about 12 per cent of the children at the senior high school level.

While there is this increase in wishes for the welfare of humanity, it is apparent that wishes for the welfare of people at large are less prominent than wishes pertaining to specific persons. Moreover, many of these wishes pertaining to specific persons are somewhat self-centered. They usually involve persons to whom the child's own fortunes are tied.

As his wishes reveal, a child conceives of his fortunes in highly personal terms. It seldom seems to occur to children at any level, from the first through the twelfth grade, to express through their wishes the philosophy that if everyone else is happy they will be happy, too.

WAR AND PEACE AND WELFARE OF THE WORLD

This tendency to view the world in personal terms is brought out by an examination of the wishes children expressed while the war was in progress and after the war had ended. In 1945, before VE Day, about 500 children in the city represented by school population A responded to the Springfield Interest Finder. Over 40 per cent of the children wished for the end of the war. These wishes, while phrased in terms of welfare for society as a whole, often seemed actually to represent desires of a personal character, as one might expect. A year or so later, when children in the same general population told about the happiest days of their lives, very few of them mentioned the day when the war ended. Their expressions that pertained to the war were usually quite personal, such as naming "the day my uncle came back from the war" as one of the happiest days.

Moreover, while over 40 per cent of the children wished for the end of the war while the war was in progress, less than 3 per cent of the children a few months after VJ Day expressed a wish for lasting peace. This discrepancy was quite as marked among the older as among the younger children. Over half of the senior high school

pupils had wished for the end of the war, but, later, less than 1 per cent wished for lasting peace. It is probable that findings close to these would also have resulted if adults had been included in the study. It is likely, of course, that all of these young people would have expressed a wish for lasting peace if they had been specifically asked.

Our findings suggest that young people are so closely bound to currents in their own personal lives that even after a trying war it occurs to hardly any of them to devote one of three wishes to peace for all mankind. A finding such as this, even though it is perhaps no more than what might have been expected, is one indication among many in the present study of the difficulty education faces in encouraging children to encompass realistically within their own thinking the fact that their own welfare and the welfare of their immediate community are tied, in this atomic age, to the welfare of all mankind.

LIVING QUARTERS

An interesting sidelight on the working of children's minds appears in connection with wishes for better living quarters. One of the groups of intermediate grade children questioned lived in a crowded city district in quarters which, according to middle-class adult standards, would be regarded as very uncomfortable. Yet it occurred to only a few of these children to wish for better living quarters.¹² Children in the intermediate grades, it seems, tend to take for granted physical living conditions which adults notice and deplore.¹³

The proportion of children living in fairly comfortable private homes who wished for better living quarters was about the same as the proportion of children living under crowded city conditions who expressed such wishes.

¹² See Table I in Appendix D.

¹³ In a study in which parents were interviewed, it was found that a large proportion of parents living in poor circumstances commented upon the discomforts of their living quarters. (Jersild, A. T., Woodyard, E. S., del Solar, C. in association with Osborne, E. G. and Challman, R. C., *Joys and Problems of Child Rearing*. Horace Mann-Lincoln Institute of School Experimentation. New York: Bureau of Publications, Teachers College, Columbia University, 1948.)

Moreover, practically the same percentage of children in the underprivileged as in the more comfortable groups expressed wishes to live somewhere else, to leave home to visit someone else, or to travel.

TRIPS, VISITS, AND EXCURSIONS

Considerably more children in grades 4-12 than in grades 1-3 expressed wishes to visit places outside the home, including parks, camps, resorts, or distant places.

SEX DIFFERENCES IN CHILDREN'S WISHES

The wishes of boys and girls are quite similar in most respects. The differences that appear are pretty much in line with what one might expect from earlier studies.

At several age-grade levels almost twice as many girls as boys expressed wishes pertaining to people. The respective average percentages of boys and of girls expressing wishes pertaining to people at the four successive age-grade levels were: grades 1-3, 12.5 and 20.0; grades 4-6, 11.5 and 24.3; grades 7-9, 13.1 and 22.4; grades 10-12, 26.5 and 40.3.

A larger proportion of girls than of boys expressed wishes relating to reading, wanting books, using the library, and the like, but the numbers were very small. More boys than girls had wishes relating to crafts and mechanical arts, but here again the totals were small.

A conspicuously larger percentage of girls than of boys expressed a wish to travel.¹⁴ This is interesting when coupled with the fact that girls also seem more preoccupied than boys with home and family life. However, one feature of this wish to travel in many instances seems to be a desire to meet people and to visit friends or relatives.

¹⁴ This accounts for most of the difference shown in Table I, Appendix D, between the sexes in category C, which includes travel.

. 3 .

“ONE OF THE HAPPIEST DAYS IN MY LIFE”

There are many parallels between accounts of children's wishes and accounts of their happiest days.

HAPPIEST DAYS IN RELATION TO PEOPLE

A relatively large per cent of children mentioned other people, companionship with others, and being with relatives or friends both in naming their wishes and in describing their happiest days. Some of the happiest days were those when relatives or friends returned from the armed services. Because of this unusual circumstance, mention of people in relation to happiest days may have been greater than it would otherwise have been.

HAPPIEST DAYS IN RELATION TO THINGS

In expressing their wishes, children often mentioned having or acquiring *possessions*. But in speaking of what made them happy, they often mentioned *occasions*, such as Christmas or a birthday. There is a parallel difference between children's accounts of their wishes and of what they like best. In describing what they liked best, a large proportion of children spoke of activities; in describing what they wished, a large proportion spoke of objects or things.

It appears from this fact that children's wishes for specific things probably represent a wish for what the thing stands for: something useful in an activity, such as sports; or something which represents

a token of affection (as a Christmas gift); or something useful in connection with the child's desire for social status.

HOLIDAYS AS HAPPIEST DAYS

The importance to children of holidays, festive days, and birthdays and what they represent is emphasized in Table III (Appendix D). The prominence of holidays becomes even more impressive when a count is made not only of the number of times children specifically identified a certain holiday as their happiest day, but also of instances when a holiday was mentioned incidentally. "When I got a new bicycle for my birthday" is an example. In this case it was assumed when the replies were tallied that the bicycle was the primary item and that mention of the birthday was incidental. When such primary and incidental mentions are added, the following percentages of children mentioning holidays come to light:

Grades	1-3	4-6	7-9	10-12
	52.6%	40%	9.7%	5.2%

AGE AND SEX DIFFERENCES IN RELATION TO HAPPIEST DAYS

The most conspicuous change with age in accounts of happiest days occurs in mention of holidays. The happiness of the young child is tied closely to the home and family. As he grows older, the occasions that cause rejoicing become more varied. His happiest moments more often are associated with awareness of his own qualities or achievements. He is also better able to enjoy happenings that affect not him alone but also his community. The oldest children also mention travel somewhat more often than the younger ones.

Another outstanding change with age is that the older child is more reticent about occurrences that make him happy. A larger proportion of high school than of primary school children chose not to reveal one of their happiest days.

Boys and girls are similar in most particulars in what they de-

scribe as a happy day. One noteworthy difference is that girls more frequently mention happy occasions involving other people: visits, companionship, return of absent relatives or friends. Boys more frequently refuse to divulge their happiest days. Boys and girls are similar in their frequency of mention of a holiday as being one of their happiest days.¹

¹ There will be other references to happiest days in later sections.

. 4 .

FINDINGS ON THE SCHOOL PROGRAM

In all schools and at all levels, items in the broad category that includes academic subject matter areas were mentioned most frequently when children told what they liked best in school. (See Table V, Appendix D, for a tabulation of children's responses to this item on the Interest Finder.)

The two academic subject-matter categories that included (1) reading, writing, and other aspects of English usage and (2) number work, arithmetic, and mathematics quite generally scored highest in popularity.

Nature study and the natural sciences were mentioned infrequently in the earlier grades but showed a gain in popularity at the junior and senior high school levels (respectively grades 7-9 and 10-12).

Topics pertaining to the community, local and world affairs, industry, geography, and other matters usually thought of as belonging in the social studies were mentioned infrequently as compared with arithmetic and English usage.

The arts were mentioned quite frequently as liked best by children in all grades. But there was considerable variation in the popularity of the graphic arts as compared with music in the different schools at different grade levels.

The features of the school program named most often when children described what they liked best were also named frequently when they described what they liked least. (See Table VI, Appendix D.) This paradoxical result is readily explained by the fact that

pupils are likely to take a stand either for or against anything which figures prominently in the school program.¹

*FREQUENCY OF MENTION OF LIKED BEST
OR DISLIKED MOST ITEMS*

Several categories fared as follows when the data were examined to find how often they were mentioned as liked best or disliked most.

A minor category relating to the physical facilities of the school (including crowding) consistently appeared more frequently when children stated what they disliked than in accounts of what they liked.

The category including sports, games, gymnasium, physical education, recess, free time, and the like was mentioned decidedly more often when the children reported what they liked than when they reported what they disliked.

Even more outstanding, however, than the general preponderance of positive replies in this category is the fact that this was decidedly more marked in the upper grades. At the senior high school level, over one-third of the children mentioned activities in this category when reporting what they liked best, while less than 3 per cent mentioned such activities in describing what they disliked most. This large predominance of favorable mention appeared in all of the three large school populations, but it was considerably more marked in populations B and C than in population A. At the lower grade levels, grades 1-3, 4-6, and 7-9, respectively, an average of 10, 11, and 33 per cent of the pupils mentioned items in this category in describing what they liked best.

Favorable replies falling in the large category representing the academic subjects outnumbered unfavorable comments. This tendency was most marked in grades 1-3 (68 per cent favorable, 2.6 per cent unfavorable). The difference between the frequency of favorable and unfavorable comments becomes smaller in grades

¹ In like manner, a very well-known radio program or a person very prominent in the public eye is likely to poll a high vote both in the "like best" and "dislike most" column.

4-6. At the junior high school level, favorable and unfavorable comments about academic subject matter were about equal in frequency, but at the senior high school level favorable comments somewhat outnumbered unfavorable ones (43 per cent and 33 per cent).

Favorable remarks concerning work in the category of numbers, arithmetic, or mathematics outnumbered complaints, with one single exception, in all grade levels in all schools. In grades 1-3 arithmetic was mentioned favorably about three times as often as it was mentioned unfavorably. In grades 4-6 favorable comments predominated in a ratio of a little more than two to one. At the junior high school level, the difference between percentages of favorable and unfavorable comments was small but still on the favorable side. In the senior high school, mathematics received favorable mention in a ratio of about two to one.

The fact that arithmetic often was mentioned is not surprising in view of the fact that the subject is prominent in the school program, whether taught specifically as arithmetic or not. However, the fact that favorable mention outweighed unfavorable mention is noteworthy and came as a surprise to many teachers.

Spelling likewise was favorably regarded, as is indicated by the number of youngsters who spoke well of it as compared with the number who said they disliked it. In the grades where spelling is emphasized, favorable remarks outnumbered unfavorable ones in a ratio of about two to one.

English usage also received much more favorable than unfavorable mention. This was notably true in grades 1-3, 4-6, and 10-12.

Nature study also tended to be mentioned favorably more often than unfavorably, although the per cent of children who spoke of nature study and the natural sciences was small. At the junior high school level the youngsters who mentioned the subject unfavorably slightly outnumbered those who spoke well of it.

UNFAVORABLE VIEW OF THE SOCIAL STUDIES

The main exception to this tendency to praise the academic subjects more often than to criticize them appears in connection with

the social studies. Except in the first three grades (where scarcely any mention was made of matters that could be classified under the heading of social studies) children who complained consistently outnumbered children who spoke well of topics which fell under this heading. (Included in the social studies, as the term is here employed, were both items specifically labeled as social studies and history, geography, and numerous other more specific topics, such as current events, local community, conservation, governmental machinery, community affairs, public welfare, municipal affairs, study of industry, production, transportation, business and finance, and the like.)

The unfavorable attitude which children show toward the social studies as they are taught in the schools becomes more significant when considered in relation to certain other findings. In view of findings regarding the personal flavor of children's wishes and interests, it is likely that their reactions to the social studies might be different if these were approached more by way of issues that touch upon children's own feelings and that have a bearing on emotional currents in their own lives.

An interesting point is that children's complaints about the social studies do not arise from lack of interest in some topics that belong under this heading. When children reported what they would like to learn more about at school (as shown in Table VII) a large proportion of them asked to learn about things that belong in the social studies area. This was true at nearly all grade levels in most of the schools. Moreover, the percentage of children asking to learn more about topics that fall in the social studies was largest (28.6 per cent) in the very grade range (4-6) in which the largest proportion of children complained about what they were being taught in the social studies.

In an effort to throw more light upon this apparent discrepancy between what children wish to learn and what they are being taught, a detailed examination was made of the replies of children in populations A and B at grade levels 4-6. The analysis of the replies by the children in school population A showed that in this group the social studies were mentioned by 22 per cent in describing what they disliked most, by 30 per cent in reporting what they

would most like to learn more about, and by 5 per cent in describing what they liked best.

The corresponding percentages in population B were 14.6, 35.6, and 13.3. Subjects and topics in the general area of the social studies mentioned by these children are summarized below. The number of children who mentioned each topic or subject is shown in parentheses whenever the number is 2 or more. The summary is in the words used by the children themselves. The two populations include 452 children.

SOCIAL STUDIES TOPICS WHICH CHILDREN WISHED TO LEARN MORE ABOUT

History (61),² geography (35).

Pioneers (7), colonial life (3), back in the old times.

Children in other lands, early settlers of America, Indians and great heroes, Indians who were here when the first white men came, early settlers of our country, first white settlers, early American settlers, New World and its growth, Indians and early settlers.

Roman gods and people, the world (2), people of Mexico, children of other countries, studying foreign countries in our reading class, other countries (3), court and laws in other countries.

Our world, the nations of the world, the map, travel, democracy (3).

The states, Virginia (2), New England states, my state, our country, the whole United States (3), our town (2), states and capitals (2), North America.

Transportation (3), discovery and inventions (2), panel about inflation.

George Washington, the President, the Civil War.

SOCIAL STUDIES TOPICS LIKED BEST

History (24), geography (15).

To study map of our city, democracy, study of our city, Southern colonial life (2), transportation (3), map of the United States, the map, Virginia (3), invention and discovery.

TOPICS INCLUDED AS MOST INTERESTING

History (26), geography (9).

Transportation (4), the state of Kentucky, our city, our school district, a map of crossing and stop lights (in our city), study a state, study about states, working on a state (2), to write about the state of Kentucky, Central states,

² The number of children mentioning each topic is shown in parentheses. "History" includes "history book" and "history test"; "geography" includes "world geography."

Virginia (12), states and capitals (2), states, sections of the United States, the United States, our city, local school district map (2), learn about the city in which I live, maps (including map work, use of map for getting places) (6).

Indians living in the United States when first white settlers came, stories of early American children and how they lived and feared the Indians and wild animals, reading stories of children of pioneer days, Southern colonial life, pioneers (4).

George Rogers Clark (2), Captain John Smith, Thomas Jefferson, Mary Draper Inglis.

Cotton, invention, invention and discoveries (3), lumber.

SOCIAL STUDIES TOPICS WHICH CHILDREN DID NOT CARE TO STUDY ABOUT

History (39), geography (51)

Wars we had way back yonder, colonial life, Indians (3), New World and its growth (11).

State capitals, Southwestern states, states, Missouri.

People in other countries, England, native people.

Transportation (5), natural resources, steel, lumber (2), cotton, "young citizen" (4).

SOCIAL STUDIES TOPICS DISLIKED MOST

History (14), geography (32).

Current events, capitals and states, maps (2), New World and its growth (3), transportation (2).

The replies would be more revealing if the children who mentioned history and geography had specified more particularly what they liked or disliked about these two subjects. Even so, the relative frequency of mention is interesting. History appears to be more popular than geography. Sixty-one children reported that they wished to learn more about history, compared with 39 who said they did not care to study it. On the other hand, 35 said they wanted to learn more about geography, compared with 51 who said they did not care to study geography. History similarly made a better showing than geography when children told what they liked best and what they disliked most.

Some indication of the reason for the relatively greater popularity of history can be found when we examine the more specific topics mentioned by the children. Many of them mentioned topics that

seem to have a human interest angle, such as early settlers and Indians, Indians and great heroes, first white settlers. In 27 out of 66 items (exclusive of history and geography) which children named in stating what they would like to learn more about, there was clear mention of an interest in people and their activities. In addition, many of the remaining items may have been mentioned because of a similar interest (such as other countries, the whole United States, our town).

Similarly, in describing what they had found most interesting in school (Table VIII) many children mentioned things that seem to have a human element or to touch upon personal interests. In one class, for example, several children mentioned a recent unit in which they had studied their local school district and had made a map of it, including crossings and stop lights. In other groups, children mentioned such matters as Indians, early American settlers, children in pioneer days, and individuals like George Rogers Clark and John Smith.

It would require intensive studies within the classroom situation to decide the extent to which the factors mentioned above, or others that might be mentioned, account for the relative unpopularity of the social studies.⁴ The role of children's feeling in relation to achieving the purposes of the social studies is further discussed in Section 8.

In order to get additional light on likes and dislikes pertaining to matters under the heading of social studies, an examination was made of all the answers submitted by each of the pupils in grades 4-6 in populations A and B in response to the questions of what they desired to learn more about, liked best, disliked most and did not care to learn more about. The purpose was to note the cases in

⁴ The present findings which indicate that the social studies rank lower in popularity than several other areas of the academic program are in keeping with findings obtained in a study in 1932 by Holmes (Holmes, Ethel E., "School Subjects Preferred by Children." In *Appraising the Elementary School Program*. Sixteenth Yearbook of the National Elementary Principal, July, 1937, Vol. 16, No. 6. Bulletin of the Department of Elementary School Principals of the National Education Association). The social studies were mentioned most often as subjects liked least in grades 5 and 6 and in grade 6B (the social studies ranked second in popularity in grade 4A). On the other hand, when children reported what they liked best, the social studies ranked quite consistently lower than other subjects such as arithmetic, art, and reading.

which the same child made favorable as well as unfavorable references to topics under the heading of the social studies. Note was also made of instances in which the same topic was mentioned negatively twice under the headings both of disliking and of not wanting to learn more. Although the total number of cases is small, the findings emerging from this examination are strongly in keeping with some of the trends noted in the analysis above. For example, there were 21 pupils who mentioned liking for history while also mentioning a *dislike* of geography or a desire not to study the subject. On the other hand, there were only 4 pupils who gave the opposite response, of mentioning a liking for geography and a dislike of history. Again, there were 12 children who mentioned geography unfavorably in naming both what they did not wish to learn more about and what they disliked, compared with 6 who mentioned history twice in negative terms.

Other instances in which there was both a positive and a negative mention of topics under the heading of the social studies were quite scattered, and yet some of the items are of passing interest. For example, 5 children made adverse comments about the subject of transportation while making favorable comments about other topics under the heading of social studies (such as history, colonial days, other countries, colonial life, and geography). On the other hand, there was only one child who mentioned transportation favorably while making an adverse comment on another topic belonging under the social studies.

COMMENTS BY TEACHERS ON THE FINDINGS ON THE SOCIAL STUDIES

Teachers with whom the findings in the present study have been discussed have offered a number of hypotheses that bear on this matter of the relative unpopularity of certain aspects of the social studies.⁵ Most of these are in the nature of questions that could be used as a basis for further study. A summary of the points brought out in these discussions follows:

⁵ The findings in the study as a whole have been discussed with eight groups of teachers ranging in number from four to about forty. Not all groups, however, gave special attention to the findings on the social studies.

Perhaps there are cultural pressures that would lead children to put a higher value on arithmetic than on the social studies. Parents perhaps regard success in arithmetic as being more advantageous from a competitive point of view than knowledge and interest in the area of the social studies.

There are many factors in children's general environment that in a sense discourage an interest in and a discussion of social issues. In their everyday environment children at all educational levels observe that adults frequently prefer to take sides rather than to weigh pros and cons.

In other words, it might be argued that a school when trying to promote discussion of civic affairs, the duties of citizenship, issues relating to social welfare, world affairs, and so on, is bucking a good deal of apathy or even counterpressure in the child's out-of-school life.

On another line, it may be noted that children perhaps derive benefits from the social studies that are reflected in their everyday lives even when the instruction *per se* is not popular. (It was pointed out that in one city in which there appeared to be comparatively little hostility and social friction in children's dealings with each other, the social studies, as such, were no more popular than in certain other cities where there was a good deal of social friction. Perhaps children can get the behavioral implication while more or less rejecting the academic content. However, it is not clear whether there is any cause-effect relationship here.)

Are Methods of Teaching Responsible? Children's experiences with arithmetic were perhaps in many ways more satisfying than their experiences with the social studies for reasons such as the following: In arithmetic there is a right answer. When the child has the right answer he has achieved something. He has a clear-cut experience of success. He can pretty well envisage his goals and know when this or that part of the job is finished.

In the social studies there frequently is not so clear a definition of just what the job is that is to be done or just when it is done, if ever.

Moreover, a certain project or theme or objective in the social studies often carries over a rather long period of time, even in the early grades. At an age when children like to hoe short rows, they often are put to work hoeing a long row the end of which they cannot see.

If the social studies have suffered from a failure to provide children with a sense of achievement, should we insist more than we have upon specific learnings, knowledge about factual information that can be checked and tested?

Perhaps we have tended too much to plan what we are going to talk about, then talk about what we are going to talk about, and then, by more talking, try to make clear what we have just talked about.

According to some teachers, the textbooks prescribed for use in some schools at certain grades are not suited to the reading abilities of the pupils.

Perhaps the social studies suffer from a tendency on the part of teachers to project upon children their own adult views on what is interesting or important in the social studies area.

The Need for More Information. We need more information on what it is children like and do not like and why. We need information on what is the proper dosage. Perhaps we should re-examine the length or duration of study units. We need to explore the bearing of findings regarding children's interest in persons and in concrete things on the teaching of the social studies. How can we deal with issues that are important in the life of the world in terms that the child can appreciate and understand and in a manner that will help the child to identify himself with the issues?

THE NEED FOR MEANINGFUL ACTIVITIES

Teachers who discussed the finding here under review also recognized a need for discovering kinds of activities and projects which have concrete meanings for children and yet typify or represent some of the broader meanings which the social studies program seeks to convey.

Examples of efforts in this area follow. The examples are not prescribed as perfect but are given merely to illustrate some possibilities.

One project, undertaken by a teacher who participated in the present study, illustrates how a number of general concepts can be clarified, at least in part, in concrete ways. The project in question was begun while the war was in progress and there was a shortage of clothing.⁶ A sixth grade teacher and her group established a shop for the exchange of secondhand clothing. The children purchased shares and thus became part owners of the business. They decided on policies and prices and took a hand in buying and selling. They looked into the matter of insurance. They considered whether the municipal sales tax would apply to their business. They ran into problems having to do with prices and the reason why some

⁶ This project is described in Jersild, A. T., Chayer, M. E., Fehlman, C., Hildreth, G., and Young, M., *Child Development and the Curriculum*. New York: Bureau of Publications, Teachers College, Columbia University, 1946. 274 pp.

things cost more than others. They ran into the question of the cost of doing business and the sources of profits. In other words, here was a venture which involved on a small scale and within the scope of children's abilities and understanding quite a number of profound considerations having to do with economics, governmental regulation, personal habits, and tastes.

Another example, which also happens to be drawn from one of the schools associated with the Horace Mann-Lincoln Institute, although it could be matched in many other schools, involves the establishment and management of a class newspaper. Here also, among many other things, arose the question of the cost of material and labor in relation to the necessary charge per copy. The children had to decide whether in raising the charge per copy in order to build up a reserve of capital and to increase the quality of the paper, they might run the danger of losing subscribers who would be willing to take the paper at a lower rate.

Another example, drawn from a school in a rather poor district in which only a few of the children could afford to have bicycles, is a cooperative project which children got under way and by means of which they raised money to buy bicycles and established a scheme for letting these bicycles out on loan for specified periods of time much as a lending library lets out books. Questions of ownership, responsibility, penalties, and privileges had to be worked out. Among other things, municipal safety regulations were taken into account and rules were established barring children from borrowing bicycles if they did not live up to rules of safety. In an undertaking such as this many things having to do with social organization, business management, municipal ordinances, and the like had to be met.

An example of a way in which a problem pertaining to social welfare and international relations was brought home to children in very personal terms was offered by a participant in the study who observed what five eight-year-old girls were doing about China. In the school which the girls attended an appeal had been made for the relief of babies in China. The children were told that every five-dollar donation enabled a missionary group in China to save the life of another baby. The girls decided, when they found that

five dollars was more than each could manage, to contribute one dollar apiece. They then had equal interests in a Chinese baby.

They discussed and finally agreed upon the name by which they would call their baby. They took notice of and discussed the high mortality rate in China, speculated about the chances that their baby would survive, and expressed hope that they would get a robust baby. They found that they even needed rules which on a small scale correspond to a form of legislation. In choosing the name of the baby, for example, they discovered that to keep peace it was necessary to rule that no girl should be allowed to suggest her own name for consideration. A profound problem of ethics arose for one child. The name tentatively agreed upon by the five girls happened to be the middle name of one of the five (although the girl in question had not suggested it). After thinking it over for a day, this girl decided she had better tell the others what the situation was before they made their final decision. At this time, also, one of the girls began to concentrate her attention, while playing with dolls, on a Chinese baby doll which she had owned for some time but had treated quite casually. This may have been only coincidence, of course. At any rate, a distant nation about whom these pupils were studying at school had come alive in the person of a vicariously adopted child, and the girls, besides, had taken part in dealing with a problem in human welfare.

CHANGES WITH AGE IN OUTLOOK ON WHAT SCHOOL OFFERS

As we shall note more particularly at a later point, our findings show a decline in children's interest in the academic and educational features of school life as they advance from the elementary school through junior and senior high school. There are also certain other shifts with age in the features of the educational program which children mention as they advance in the grades. Part of this shift reflects a change in what is taught (for example, spelling is not usually taught as a separate study in high school). But part of it also seems to reflect a change in the aspirations of the children themselves.

INTEREST IN SELF-IMPROVEMENT

One of the most marked changes connected with age is the appearance of a large number of requests to learn more under the general heading of self-improvement, self-understanding, and vocations. Twenty-seven per cent of the children in grades 10-12 reported items under this heading. This is in keeping with the high frequency of mention of desires in this category when children expressed their three wishes, as noted earlier. However, as against this, only 10 per cent of the senior high school children reported items in this category when they described what they *liked best* at school.

SHIFTS IN RESPONSE TO THE ARTS

Another shift in outlook occurs in connection with the arts when children describe what they like best and what they would like to learn more about. In grades 1-3 a rather large number of youngsters mentioned art when they described what they liked best. A considerably smaller per cent of children in these grades mentioned art when describing what they would like to learn more about. At the senior high school level, on the other hand, about the same proportion of children mentioned art both as something they would like to learn more about and as something they like best. The younger children seemed to regard art as an enjoyable activity rather than as something to be learned. Older youngsters, on the other hand, seemed to be more conscious not only of their enjoyment but also of the learning possibilities. Perhaps the methods of teaching account for this.

Another shift occurs in the popularity of graphic arts compared with music. In the early grades the graphic arts were mentioned much more often than music when children described what they liked best. At the senior high school level music was mentioned considerably more often than the graphic arts, but this shift was not shown consistently in all schools and it occurred most notably in school population A.

A shift occurs also in the emphasis given to the different arts when children describe what they would like to learn more about.

In the early grades when children, in telling what they would like to learn more about, mentioned any matters which in this study are classed under "art" they tended preponderantly to mention the graphic arts. On the other hand, at the senior high school level a larger proportion of children mentioned music than mentioned the graphic arts. Perhaps the social contacts and prestige which music sometimes affords contribute to the popularity of music at the older levels.

Strangely enough, there is no significant change in the number of youngsters who state they would like to learn more about dancing, and there is scarcely any mention of dancing when children report what they like best at school. We know from general observation that many children sooner or later desire to learn to dance and that many of them do learn to dance. They do not, however, seem to regard the school as a place where such learning takes place.

CRAFTS AND MECHANICAL ARTS

One change with age which perhaps reflects the content of the school program rather than a corresponding change in children's interest is an increase in the number of children who state that they would like to learn more about crafts and mechanical arts. There is also a large increase in the proportion of children who mention crafts and mechanical arts as the feature of school they like best. It would require closer study of the school situation to find to what extent this change springs from within children and to what extent it reflects a change in the school program.

Marked evidence of shift in what children expect of school and an added indirect indication that they are not obtaining what they wish from school at the high school level appear when we find that more children mentioned the academic subjects in describing what they did not care to learn more about than in mentioning what they would like to learn more about (Tables IX, VII). The opposite held true in a number of other categories relating to the arts, crafts, self-improvement, and vocational preparation.

At the senior high school level children who stated they wished to learn more under the heading of the arts outnumbered in a ratio

of about six to one those who said they did not care to learn more.

Boys who said they wanted to learn more in the area of crafts outnumbered in a ratio of about ten to one boys who said they did not want to learn more.

Boys and girls asking to learn more under the general heading of vocational preparation and self-improvement outnumbered those who wished to be spared from such learning by about ten to one.⁷ In other words, the pupils seem to desire more in the area of arts, crafts, and similar experiences which they recognize and value as a form of self-improvement, rather than in the area of the more verbal type of academic instruction.

COMPARISONS OF CHILDREN IN SEVEN DIFFERENT SCHOOLS

Table XII (Appendix D) shows results from grades 4-6 in the three public school groups that have figured in the discussion thus far, as well as results from additional schools, including two Negro public schools and two white private schools. The table gives comparisons on the basis of what youngsters liked best and disliked most in and out of school.

In all the public schools under discussion, and in one of the private schools, children mentioned academic subjects more often when describing what they liked best than when describing what they disliked most.

In the private schools compared in this table proportionately fewer children mentioned liking academic subjects than was the case in the public schools listed in the same table. Both private schools involved in the comparison are reputed to be "progressive" schools with a rather select student body representing, for the most part, a high socioeconomic level and a higher than average I.Q. Even though they are intellectually more able on the average than the public school children represented in the table, the private

⁷ As we have already noted, the sharpest contrast in the "learn more" and "don't care to study" comparison appears in connection with the social studies. Thirty-seven per cent of the children at the senior high school level said they did not wish to learn more under the general heading of the social studies, while only 9.4 per cent said they wanted to learn more.

school children less often mentioned a special liking for the more intellectual aspects of the school program.

A relatively large proportion of the private school children mentioned a liking for the arts as offered at school. Yet they also mentioned more often than the public school pupils a dislike for the arts, indicating perhaps that the incidence of both likes and dislikes is influenced by the stress on a given activity in the school's program. A relatively large proportion of the same children mentioned a liking for constructive and practical arts at school.

In absolute as well as relative terms, a larger number of private school children said that what they liked best at school was play, sports, gymnasium work, and physical education.

From Table XII it can be seen that children in the private schools represented in this study showed more similarity between what they liked best in school and what they liked best out of school than did pupils in the public school groups questioned. This is largely due to the fact that so many of the children mentioned a liking in school for activities in the category of games, sports, gymnasium, and the like. A large per cent of the items in this category in the private schools involved skills which the schools were deliberately trying to promote (such as swimming, which was mentioned by a large proportion of children in the larger of the two private schools).

But this category is not solely responsible for the larger overlap between in- and out-of-school interests in the private school groups. Relatively a large proportion of children in one of the private schools (identified as W1 in the table) mentioned liking arts both in and out of school.⁸

⁸ The striking differences between the various groups in mention of friendly or hostile feelings toward people are discussed in a later section.

· 5 ·

DECLINE, WITH AGE, OF CHILDREN'S EDUCATIONAL MORALE

W^e have noted evidence of declining educational morale as children move upward through the grades. The typical first or second grader is interested in school and what the school represents. More likely than not he likes his teacher, too. The life of a scholar appeals to him. He is challenged by what there is to learn. He may say, as one child in this study said, that one of the happiest days in his life was the day he learned "to take away." When he tells what he likes about school he mentions things that distinctly belong to school much more frequently than he mentions things that school shares with life outside, such as games and outdoor play.

The young child's friendly feeling about school appears not only when he talks about school as such but also when he happens to mention school in describing his likes and his wishes. When describing what he dislikes most in life outside school, the young child is likely to make very few unfavorable references to any burdens or discomforts which the school had placed on his out-of-school life.

As the average child moves up through the grades he seems to become less eager about things that distinctly belong to school and scholarliness, more inclined to complain, more interested in the things that go along with school rather than with work in the classroom. He becomes relatively more interested in recess periods than in class periods. He mentions play and sports more often. There is a greater hiatus between his wishes and what the school offers. This is particularly marked, as we have seen, in connection with his

wishes for self-improvement and for vocational competence, on the one hand, and his recognition of what the school offers to further his aspirations.

*INCREASE WITH AGE IN MENTION
OF DISLIKE OF SCHOOL*

The older child reveals in various ways that the school program has less vitality for him, compared with its interest for him in the earlier grades. He says this in mentioning his likes and interests. He also actively complains about school in describing what he dislikes. The high school youth more often than the younger child expresses dislike of his teachers, of the school program, of discipline, of rules and regulations, and of the physical appointments of the school.

When describing what he dislikes most outside of school, the older child is more likely to mention things that pertain to school than is the younger child. A large proportion of junior and senior high school children mention homework when describing what they dislike outside school. No doubt this is due partly to the fact that older children are assigned more homework than are younger children. Whatever the reasons, the complaint is there.

*MENTION OF DISLIKE OF SCHOOL IN DESCRIBING
WISHES AND HAPPIEST DAYS*

The children of junior high school age also mention school derogatorily more often than do younger children when they name their wishes or describe their happiest days. Almost 10 per cent of the junior high school youngsters, compared with less than 1 per cent of those in the primary grades, in describing their happiest days made some invidious mention of school, such as speaking of the day "when school ends" as an especially happy day. Over 10 per cent of junior high school children and 5 per cent of senior high school children, compared with less than 1 per cent of children in the first three grades, recorded wishes that had an unfavorable reference to school.

POSSIBLE REASONS FOR DIMINISHED INTEREST

We might perhaps expect that older children would be less interested in school. As older and abler persons who are in the grip of changes that come with puberty, they have a greater variety of interests and are therefore perhaps not so easy to satisfy. At the adolescent level many children also are critical of things in their lives outside school.

It may be that diminished enthusiasm for school is a wholesome sign of maturity, for as the youngster stands on the threshold of adult life he should perhaps be more independent in his attitude, more inclined and more free to criticize and to evaluate life on his own terms. As he becomes more able and more disposed to think things out for himself, he is perhaps less likely to be awed by the familiar trappings of school. Moreover, now that he is older, he is perhaps also likely to look upon teachers more nearly as his peers than as persons who tower above him in age, wisdom, and strength.

*TEACHERS' VIEWS ON POSSIBLE REASONS
FOR DIMINISHED INTEREST*

Following is an account of points brought out when groups of teachers discussed the findings which seemed to show lowered educational morale as children become older.¹

Perhaps it is a normal and wholesome thing for children to become more critical of school as they grow older. Their interests have expanded. They are capable of more independent judgment. As they reach adolescence, many of them also become critical of things in their home and in life in general. In other words, it is not the school alone that is critically examined.

Is a part of the criticism of school perhaps of a scapegoat sort? Some children may be blaming the school for discontentments and lacks in their own lives.

Perhaps in some cases children on reaching the junior high school and senior high school levels are more sensitive to lacks in their abilities or training of which they were not so keenly aware before.

In line with the foregoing, we should inquire whether the child's education

¹ See footnote on page 32.

at the elementary level is geared as well as it might be to what is expected of him (by his parents, or his teachers, or peers, or by himself) at the later levels.

It should also be noted that children come to junior high and senior high from many different schools. These perhaps vary with respect to the specific things the children are taught. So a group of children in junior high may be uneven in the extent to which they feel at home, or feel bored, or feel put upon in connection with certain classwork because some of them have already been introduced to it while others have not.

It should also be noted that perhaps with the onset of adolescence, children's interests not only are more varied, but also more unstable and undependable by reason of many competing currents in their personal lives.

Junior high schools and senior high schools should try to interpret their goals more clearly. It would be well to get the children's slant on things so that the goals of the school could be put into terms that would be meaningful to the child from the point of view of his aspirations and his way of thinking.

OTHER CONSIDERATIONS BEARING ON EDUCATIONAL MORALE

While the study does not offer much light on the point, there is a suggestion in some of the findings that the high school program would be more attractive also if the youngsters could derive from it a greater sense of achievement. In describing what they liked best in school, what they would like to learn more about, and experiences that had been most interesting, many children mentioned activities that lead to accomplishments: playing musical instruments, or doing jobs involving mechanics or practical arts. Many of the older children, in like manner, referred to achievements as evidences of their own worth in describing one of their happiest days.

Some high school pupils reported that they liked experiences which enabled them to take the initiative in carrying out activities or gave them a chance to carry a certain amount of responsibility. Again, more children in the senior high school than at earlier levels mentioned participation in discussion groups and student council activities as something they liked. Perhaps interests of this sort could be cultivated and utilized more in the high school program.

More valuable, perhaps, than an effort to give a greater show of

rationality to the conventional high school program as it now exists would be an effort to examine the entire high school curriculum from the point of view of its appropriateness to children of high school age.

It appears that high school pupils often fail to see the meaning or value of many subjects when each is served in a separate academic bundle, as though it had an intrinsic value of its own. To throw light on this problem would require more study and experimentation than the present investigation provides. However, the fact that many children of high school age do not seem to get from their course of study what the school apparently intends that they should get, suggests that the course of study as a whole and individual projects within the course are planned more from the point of view of the interests and the tastes of adults in the school and in the community at large than from the point of view of what would best promote curiosity and learning in children. At the high school level, as at the college level, a great deal of what is taught is couched in terms of the finished logic of the scholar rather than in terms suited to the psychology of the learner.

Findings such as those obtained in this study raise a question not only concerning the specific content of the conventional high school curriculum but also concerning our conventional conception of a twelve-grade school career with a heavy emphasis on academic study. Perhaps the idea of combining or alternating outside work with periods of study at school, which has been tried at the college level, might be worth more of a trial at the high school level. Perhaps we should revise our conception of what constitutes an education. A survey of the community might show that it could offer many educative experiences, by way, for example, of paid volunteer participation in industrial, civic, recreational, or religious activities that would be a good supplement to, or serve in part as a substitute for, the time spent in the classroom.

The answers to such questions obviously require inquiries that go far beyond the present study. Such inquiries probably would have to deal not only with the motives, needs, and capabilities of pupils and the means by which these best can be served, but also with attitudes in the community that would have to be reckoned

with in an effort to experiment with ways of bringing the high school program more into line with the developmental goals of children.

The best beginning of a study of the high school program probably could be made within the high school itself. It would be instructive to learn more about the pupils who feel they are getting what they want and about pupils who feel they are not. It would be valuable also to view the pupils' satisfactions and complaints in relation to factors such as mental ability, special talents or handicaps, pressures in the outside environment, and values or stereotyped notions within the group that make it fashionable to like or not to like this or that feature of the school's program. Even if it were found necessary ultimately to raise questions concerning the entire conception of the program or to carry the inquiry into the larger community, the study would probably be on the soundest foundation if it began with an investigation of children in the actual school situation.

. 6 .

OUT-OF-SCHOOL INTERESTS

In order to obtain a balanced picture of children's interests outside school, the questionnaire asked both what they liked best and what they disliked most in out-of-school activities.

"WHAT I LIKE BEST OUTSIDE SCHOOL"

At all age levels the most popular things outside school are those falling in the category which includes sports, games, play, and the like (Table X). About three-fifths of the children in the first three grades mentioned items under the heading of sports, games, play, and outdoor activities. At the senior high school level about one-half of the children were still naming events in this general category. Other popular features of out-of-school life include going to places of recreation, going to the movies (at the upper age levels), fraternizing with people, and reading.

While it is true that replies concerning what is liked best cover a wide range, it is apparent that experiences involving bodily activity, doing something or going somewhere, are much more prominent than activities of a more intellectual or aesthetic character. Many children do mention reading (and other related matters such as going to the library) in describing what they like best, but the youngsters who mention the delights of reading or other intellectual pursuits constitute a small minority. Moreover, it is mainly the girls who mention such intellectual enterprises in their comments on this item on the Interest Finder.

AGE TRENDS

There are certain age trends, more or less in keeping with what one might expect, in what children like best outside school. There is an increase with age in the popularity of social activities, belonging to or participating in the work of organizations such as the Scouts, and going to parties, dances, and the like. There is an increase with age in mention of matters pertaining to self-improvement and vocational preparation. There is also an increase with age in mention of intellectual activities, notably reading and going to the library, although the total number of children who mentioned a liking for such activities was not large at any grade level.

THE MINOR ROLE OF MUSIC

The number of children who mentioned artistic activities, including music, in describing what they liked best, was very small. In spite of the tremendous possibilities for enjoyment that music affords, only a handful of children mentioned it as something they liked best. Although the results do not say so, it is possible that music could have more appeal if it could be integrated more with other activities which children already are in the habit of regarding as pleasant, such as taking part in games.

It appears that our schools are more enterprising than the community at large in encouragement of music. At least this might be inferred from the fact that a much larger proportion of children mentioned music when describing what they liked best in school than when describing what they liked best outside school.

If a further inquiry was made, it might be found that the apparently minor role of music in the lives of children outside school is to a large extent due to lack of opportunity and stimulus.¹ The likelihood that many children would not only tolerate but probably would much enjoy considerably more properly managed oppor-

¹ The popular notion that children are being imposed upon when parents get them to take music lessons seems to be far overdrawn. In one study it was found that children who took music during out-of-school hours were more friendly and companionable in their relations with their parents and more happy in their adjustments than children who did not take music lessons (Graves, W. S., "Factors Associated with Children's Taking Music Lessons, Including Some Parent-Child Relationships: II. Results and Conclusions," *Journal of Genetic Psychology*, 1947, 70, 91-125).

tunities for the learning and use of music out of school is further indicated by the fact that more children mentioned music when describing what they liked best outside school than when describing what they disliked most.

OTHER INTERESTS SELDOM MENTIONED

In accounts of what children like best outside school, there is relatively little emphasis on general cultural activities such as going to an art exhibit or a concert. Likewise, there is relatively little mention of hobbies.

Some of the older children mention crafts and mechanics, but this category of activities is another which is mentioned more often in connection with school than with out-of-school life. Here again it seems reasonable to assume that if the children's out-of-school lives offered them more opportunity to learn various crafts and to master various forms of mechanics, there would be considerably more mention of items in this category.

"WHAT I DISLIKE MOST OUTSIDE SCHOOL"

CHORES

When children describe what they dislike most outside school, a large proportion mention activities that fall in the general category relating to chores, duties, and everyday routines (Table XI). This category includes not only indoor work, such as washing dishes, and outdoor work, such as bringing in coal and working on the grounds, but also matters pertaining to dress, grooming, and household routine, such as having to come in to supper at a certain time.

WORK

A number of children, although not a large percentage, mentioned activities and duties under the general heading of self-improvement, vocational preparation, and work. Many of the replies that fell in this category related mainly to work of a sort that involved a certain amount of responsibility, such as working in a store or taking care of a paper route. The fact that most of the older children have desires and aspirations relating to work or self-improvement or

preparation for work, as is revealed in their wishes and responses to other items in the Interest Finder, does not, quite obviously, make them immune to discontent with some kinds of experiences that fall in this category.

It is interesting to note that at the senior high school level the percentage of children who mentioned experiences in the self-improvement-vocational category in describing what they liked best was slightly higher than the percentage of children who mentioned items in this category in describing what they disliked most. On the other hand, at the junior high school level the children who complained about the work they were doing outnumbered those who spoke well of such work in describing what they liked best outside school. This suggests that the kind of responsible work which the communities in this study afford their children is more congenial to senior high school children than to the tastes and abilities of junior high school children. To verify this finding and to determine what it means would require further study.

The fact that such a large proportion of children mention chores and routine, everyday activities as something they most dislike is perhaps quite to be expected. Yet it is noteworthy. It is questionable whether anyone could ever make the washing of dishes or the carrying in of coal more than humdrum tasks. Yet the unpopularity of these and other chores may be due in part to conventions as to how they should be performed. Perhaps dish-washing would be a pleasanter chore if conventions (rather than good hygiene) did not require that the dishes always be dried. Carrying in coal could be made a little less unpleasant by putting the bin where the coal is stored a little closer to the stove where it is to be burned. The jobs of mowing the lawn, hoeing the garden, chopping wood, and the like would perhaps be more pleasant if adults habitually tried to provide children with tools as good as those they try to provide for themselves when they have to do the work.

If we had more light on this problem, we perhaps would find that children are often assigned chores more as a form of discipline and moral duty than as a form of cooperation. We might also find that often children are given tasks and are required to go through the motions of taking responsibility without actually being allowed the

freedom to experiment which an adult would regard as his right. Even so small a thing as being allowed to fold the napkins a different way may give an appealing touch to the chore of setting the table. The conventions and attitudes that add to the unpleasantness of chores and the circumstances that help to make chores more agreeable are worthy of separate study.

Other aspects of what children dislike in their lives outside school are discussed in later sections.

THE PLACE OF THE SCHOOL IN THE CHILD'S PREOCCUPATIONS

Results of this study indicate that the school does not enter as deeply into a child's preoccupations as do many other things in his life. Most children exhibit little overlap between interests in school and out when describing what they wish for, what they like best, and what especially has made them happy. There is very little reference to school projects in connection with experiences that the child regards as most appealing in his out-of-school life.

As we have noted, when children express their wishes very few wishes pertain to school, and among those that do pertain to school, a large proportion have reference to future education rather than to contemporary school life.

When children describe one of their happiest days, very few of them mention happenings related to school, and in the rare instances when school is mentioned, it is likely to be in negative tones (such as being happy that the school year is over and vacation has begun). An exception to this occurs in the first three grades where a larger proportion of youngsters speak favorably about school (but less than 4 per cent mentioned school at all).

In most of the groups in this study, a majority of children seemed neither especially enthusiastic nor especially disgruntled about school. Rather, they seemed to take school in stride as a routine assignment. School life apparently is not so challenging that children spontaneously think of it when questions concerning what they like and what they wish are not phrased in a manner that ex-

pressly directs their thoughts toward school. There are exceptions, as is noted elsewhere.

The fact that children do not seem to be very much preoccupied with school does not, of course, mean that school is unimportant to them. Even if a youngster does not think of school as one of the most vital things in his life, he probably will still be affected by failure at school; he will know the pleasures of success; and he will be sensitive to social difficulties in his relations with other children at school.

The fact that so many children seem to regard activities in school and out of school as separate aspects of their lives does not imply that things necessarily should be different or that the school or the home is at fault. It does appear, however, as noted earlier, that the interests of many children in arts, crafts, and various intellectual pursuits flourish better in school than in out-of-school life. This is perhaps as it should be. But, as we shall have occasion to discuss later, it also appears that parents often have a needlessly narrow conception of the activities they might share (and the interests they might thereby cultivate) with their children.

. 8 .

AFFECTION, COMPANIONSHIP, AND FEELINGS ABOUT PEOPLE

As we have seen earlier in the study, a large number of children mentioned feelings about people in describing their wishes, likes, dislikes, and happiest days.

Mention of people can be seen in the tables showing responses to each item in the Interest Finder. In addition, a count was made to find the number of children who mentioned feelings about others in the response to the Interest Finder as a whole. In this count, a tally of one was given if a child, in response to one item or several expressed wishes or feelings relating to people, including wishes for the welfare of others, liking for people, dislike of people, wishes for or gratification concerning companionship with others, favorable or unfavorable mention of traits and qualities in other persons, and wishes for or gratification concerning relations with brothers or sisters.¹

When the Interest Finder as a whole was thus culled, it was found that about half the children mentioned feelings about people at least once.

A summary is given below. The tallies include mention of people (and a few pets) but not items such as "Christmas" or "my birthday" unless the child specifically mentioned friendly contacts with people in naming such items.

¹ Also tallied were items showing a desire for or affection for pets. These were included because of the element of affection they seemed to imply. There were not many such items and they did not materially affect the totals in the summary below.

Per cent of children in selected fourth, fifth, and sixth grade groups who once or oftener in the Interest Finder as a whole expressed positive feelings toward others (including friendliness, affection, good will, desire for companionship) or negative feelings toward others (including dislike, criticism, hostility, fear, or wish for riddance):

School...	PER CENT OF CHILDREN				
	A	B	C	PrW1*	PsN1†
No.....	143	309	200	176	200
Expressing positive feelings only	43.4	38.5	25.0	45.5	15.0
Expressing both positive and negative feelings	2.1	5.5	4.0	5.1	16.0
Total expressing positive feelings (including positive only, and both positive and negative)	45.5	44.0	29.0	50.6	31.0
Expressing negative feelings only	3.4	10.0	13.5	5.1	29.5
Total expressing negative feelings (including negative only, and both positive and negative)	5.5	15.5	17.5	10.2	45.5
Total expressing feelings toward others (including positive only, negative only, and both positive and negative)	48.9	54.0	42.5	55.7	60.5

* PrW1 is a white private school group.

† PsN1 is a Negro public school group.

No item in the Interest Finder made reference to people. Indeed, the phrasing of some items asked *what*, not *whom*, the youngster liked or disliked in or out of school. In view of this, the fact that half the children mentioned people is all the more impressive.

Even though, as noted elsewhere, children think primarily of themselves in naming what they like and want, it seems that other persons hold a very important place in preoccupations concerning their own well-being.

*DIFFERENCE IN FEELINGS TOWARD OTHER PERSONS
IN VARIOUS COMMUNITIES*

More striking than the fact that other people are mentioned so often is the fact that children in different groups vary so decidedly in expressing friendly or unfriendly feelings about others. The three white public schools differed from each other and from the white private school. Children in population A expressed less unfriendly feeling than children in other groups.

The most conspicuous difference appears when the schools enrolling white children are compared with the Negro group. In the latter group, in contrast to others, unfavorable comments or wishes relating to other people were more numerous than favorable expressions. Many of the adverse responses occurred when the children reported what they disliked most in or out of school. The feelings were directed primarily toward members of their own group, not toward white people from the outside.

The fact that friction and tension in human relations were thus revealed is interesting in view of the fact that it did not seem to occur to very many children to complain about certain other unpleasant conditions in their environment. Although, as is noted elsewhere, living conditions were crowded and (by adult standards) quite uncomfortable in the Negro community, few children mentioned these physical discomforts in speaking of what they disliked, and few of them asked for a remedy when they expressed their wishes.²

In the school enrolling Negro children in a large city in the North, 23 per cent of children in grades 4, 5, and 6 mentioned people in describing what they disliked most in school; 33 per cent mentioned people in describing what they disliked outside school.

In another Negro school representing, not a congested large city community, but a smaller urban community with houses rather than tenements, the children mentioned dislike of people in school as often as did the Negro children in the large city. (This school is

² No doubt many factors contributed to human friction, including not only crowded physical conditions but the indirect effect of such conditions on children's energies and temper in and out of school.

not included in the main tables of the study.) These children also mentioned dislike of people outside school much more frequently than did children in white communities in the study, although not quite so frequently as did the Negro children in the large city.

It would be necessary to study other communities to find whether Negro groups tend consistently to resemble each other more than they resemble white groups on this score. If this tendency was confirmed, it would have many implications. The most obvious one, of course, is that there is something wrong in a social and educational system which compels part of the population to live under conditions that produce so great an amount of social friction. Effects of such tension and hostility will be felt not only within the group but also in the larger society to which the group belongs.

IMPLICATIONS OF FINDINGS ON HUMAN RELATIONS

These findings have other implications. The learning situation which confronts children who feel hostility and fear in their relations with each other certainly is different from the learning situation which confronts children in a more serene setting. Where social friction prevails, it is probable that there will be more competition and ridicule; there will probably be fewer resources for cooperation, for mutual self-help, or for enjoying the praise with which friendly children sometimes encourage each other.

While the evidence of a high amount of hostility and fear in relations between the people in two of the communities in this study has special importance, it can also be said that even a lesser incidence of bad feeling, such as is shown in other communities in the study, has educational significance, too.

The interrelation between academic achievement and personal and social adjustment is so complex and subtle that one cannot say that a little less attention to arithmetic, reading, and spelling and a little more attention to activities that are important to the social lives of children would help children to be more friendly with each other. However, it is quite possible that if the school thought of its program much more in terms of good human relations as distinguished from mastery of academic skills, living would be happier

in the community. Here again, the authors are of the opinion that the best work will be done if the teacher tries to work in terms of the kinds of feelings children express, rather than of the particular objective items of interest which they happen to describe.

To help children to discover and to deal constructively with causes of social friction in their own daily lives probably would have more value than many of the items that are included in the academic content of the social studies. Information concerning children who are burdened with feelings of hostility or fear in their relations with other people is of great importance if the teacher would understand these children. And it obviously is important likewise to know the identity of children who arouse hostility or fear in others.

Many vital issues relating to economics, health, welfare, community planning, civic affairs, public services, public finance, and governmental machinery are brought into the picture as soon as the teacher and the pupils begin to discuss the conditions, and their causes, that lead to hostility and fear in human relations, such as exist in school PsN1 in the above summary. Often such issues no doubt would go beyond the understanding of many of the children, but the same hazard prevails when any other approach is used. Moreover, it is likely that this approach to social issues by way of children's feelings for or against people would be fruitful also in the other communities, where friction is notable but not so marked.

A discussion of community problems from the standpoint of feelings of children in their relations with one another is likely to have more immediate significance than a discussion of a more impersonal issue such as housing, even though the children's living quarters might be crowded and uncomfortable.

To add another point: it seems that children are reconciled more easily to discomforts stemming from the physical environment than to discomforts stemming directly from other people. This is not surprising. The same probably holds true for adults. But the observation still has profound educational significance. In our education for international understanding, civic competence, and the like, it is important to stress currents of feeling which a child can appreciate in his own private life rather than to stress economic or

abstract political and cultural forces that may be the underlying causes of such feelings. A grudge born of personal injustice has more meaning than an academic reminder about economic or social injustice. If this principle could be applied more consistently, it is possible that the findings in this study concerning the number of children who dislike the social studies would be drastically altered.

. 9 .

INCIDENCE OF RESTIVENESS, BOREDOM, AND REPETITIVE AND TIME-KILLING ACTIVITIES

Several separate lines of evidence in this study indicate that many children give much time to unrewarding occupations.

UNINSPIRED PLAY ACTIVITIES

A rather large number of children, especially in school population B, mentioned activities in the general category of sports, games, play, and outdoor activities, when describing what they disliked most out of school. An examination of the records shows that the activities thus disliked are more or less common ones such as running, climbing, and ordinary games. When children mention dislike of such activities, they do so apparently because they are under social pressure to participate in them.

The fact that many youngsters actively dislike many of these play activities which occupy so much of their free time both in and out of school is noteworthy when viewed against other findings in this study.

BOREDOM

There is a relatively sharp increase with age in the proportion of children who complain about being bored or having nothing to do. In grades 1-3 less than 1 per cent of children made such complaints. At the junior high school level 7.4 per cent and at the senior high school level 10.6 per cent mentioned boredom or having nothing to

do as their main dislike. Perhaps the fact is that the older children are not more bored but are better able to diagnose this condition.

TIME-KILLING ACTIVITIES

Apart from time spent on activities that are boring, it appears that many children give a great deal of time to occupations which, while not boring, are undertaken for lack of anything better to do. Radio programs, and to a lesser extent movies, were virtually ignored when children mentioned their wishes, likes, and dislikes. Yet various studies have shown that a large proportion of children spend an average of an hour or more a day at the radio, and in some communities they go to the movies once a week, on the average. It seldom occurs to them to single out radio programs or the movies as something to talk about when they tell what they like best, or as something to complain about when they describe what they dislike, or as something that might be mentioned in their wishes.

If the youngsters had been asked to name all the different things they liked, rather than simply what they liked best, radio programs and the movies no doubt would have been mentioned by many of them. However, the fact that radio programs and movies received so little mention when the children were not pressed for details is still significant. The fact becomes all the more significant when viewed against other things children did mention. Large numbers of children, for example, in describing their wishes, their likes, or one of their happiest days, mentioned games and play with other children, going to a place of recreation (other than the theater), taking part in sports, and the like. It seems that children prize experiences in which they themselves are active participants more highly than experiences in which they simply are onlookers. This conclusion is further supported by the fact, shown in other studies, that there is a decided falling off in the amount of time children spend at the radio when spring comes and there is opportunity for outdoor play.

Perhaps it might be said that the large amount of time children give to the radio is something to be expected and something that is of no concern. On the positive side it may be noted that the radio

can offer the child much to learn and to enjoy. It might also be maintained that radio listening serves a good purpose by keeping the child quiet after a busy day. Against this may be raised the point that while children tend to be more or less inactive physically when listening to the radio, a large proportion of them, according to their own accounts, are emotionally aroused, and there is reason to believe that instead of relieving fatigue, radio programs quite often produce tension.

. 10 .

POTENTIAL AND REALIZED INTERESTS

When children tell what they like best and dislike most in school and out of school, their replies show that their interests are influenced both by general cultural factors and by special opportunities that come their way.

When two groups of children of similar general ability differ widely with respect to interest, say, in music or handcrafts, it is reasonable to assume that the difference is due to the learning situation.

Such variation throws light on the tremendous range of children's potential interests. If several children in a class that is very much like the general run of eighth grade groups reveal that one of their most interesting activities is to play in the orchestra, it seems reasonable to assume that several children in the other eighth grade groups could acquire a similar interest under similarly favorable conditions. By the same line of reasoning, one can assume that a large proportion of children could learn to like a variety of other artistic, intellectual, and motor skills.

Likewise, the fact that children do not show a certain interest is, of course, no sure sign that they could not acquire it. Very few sixth grade American children say that they are interested in learning French, yet the fact that such an interest can be cultivated is shown when sixth grade children who happen to have been taught French by a resourceful teacher express a liking for the subject in responding to the Interest Finder.

The foregoing remarks suggest that there are a vast number of

alternative interests that children can acquire if conditions are favorable. There are, however, some inherent limiting factors.

LIMITING FACTORS

There obviously are limits set by a child's level of maturity. Even under the best instruction, it would be much harder—if not impossible—to interest a child with a mental age of six years in algebra than to interest him when he reaches a mental age of fifteen.

Another limiting factor is apparent in the fact that children at any maturity level differ in their abilities. An exceptionally bright six-year-old might learn to acquire an interest in algebra. A child with exceptional talent in music, mechanics, or any other sphere could, of course, acquire interests of a sort that his less talented peers could not match.

A third limiting factor is the fact that regardless of how able and zealous a youngster may be, and regardless of the scope of his potential interests, there is a limit to what he has the time and energy to learn.

WASTED POTENTIALITIES

While there is no escape from these limitations, it may be said, on the basis of common observations as well as through the indirect testimony of this study and others, that most children acquire fewer interests than they would be able to acquire and fail to develop many interests which would add joy and usefulness to their lives. Among these are an interest in handy skills, such as first aid; interests useful for adding a richer flavor to everyday activities, such as being able to identify plants or birds when one is out for a stroll or having skill in photography, or skills that are useful both for recreation and for social activity, such as singing or playing a musical instrument.

It is likely that other interests which now have relatively limited popularity would flourish if they were given a more nearly equal opportunity.¹

¹ Observations by Osborne of children in a summer camp bear this out. Osborne, E. G., *Camping and Guidance*. New York: Association Press, 1937, 260 pp.

It seems that the interests which a child is encouraged to cultivate at school are more creative (at least in the intellectual and artistic areas) than those encouraged outside school. But even the school abets the restrictive influences that bear upon him in his out-of-school life, as when the physical education program is dominated by a few competitive sports.

Parents, likewise, often have a rather limited conception of their role in the development of children's interests. A study by one of the authors² indicates, for example, that the typical father thinks of the leisure hours he has to spend with his children not as a time to build or to create or to learn new activities, but as a time for going through familiar motions, such as playing ball, going to a ball game, visiting the park, or engaging in rough and tumble play.³

LASTING GAPS

When a child fails, for lack of stimulus or opportunity, to acquire certain interests, he may be penalized throughout life. The interests a person cultivates and enjoys as an adult are likely to be influenced by what he learned as a child.⁴ It seems that one will probably never learn certain skills if he does not learn them as a youngster.

In a companion study to the present inquiry, the Interest Finder was given to graduate students, with instructions on one blank to indicate what they would like to have learned when they were chil-

² Tasch, Ruth, *The Role of the Father in the Family*. Unpublished doctoral study. Teachers College, Columbia University.

³ Observations by a teacher in one of the schools associated with the Horace Mann-Lincoln Institute of School Experimentation adds to this point. The teacher found in her particular group that about the only thing many of the parents could think of doing during leisure time with their children was to go to the movies, even though the cultural and recreational resources of a huge city were at their command. She observed also that through a scheme of having the youngsters report periodically what they had been doing during leisure time shared with their parents, the children in the group at large had a chance to become acquainted with the activities of the parents and children who did not limit themselves to the movies but made use of other interesting resources of the city. The children, in turn, told their parents about these things, with the result that many of their leisure time programs were much varied and enriched.

⁴ Nestrick, W. V., *Constructional Activities of Adult Males*, Contributions to Education. New York: Bureau of Publications, Teachers College, Columbia University, 1939, No. 780, 128 pp.

dren, and on another blank to report their present likes, dislikes, wishes, interests, and what they now were studying and learning. The tentative findings indicate that there are many interests which adults wish they had acquired as children but which they do not, as adults, make an effort or find opportunity to learn.⁵

Failure to acquire an interest in childhood may, in other words, leave lasting gaps.

According to informal supplementary studies conducted by the senior author, most persons who have reached adult years clearly recognize certain skills or interests which they wish they might have acquired. Apart from lacks that are thus clearly recognized, it is likely that many adults possess latent talents or potentialities which they now would treasure if they had been cultivated or brought into active use. In one study of a group of 82 people, including unskilled workers, skilled workers, housewives, students, teachers, and managers, each person was asked to name any skill or competence which he now wished he had. The question was so phrased that many of the people answered in terms of vocational fitness rather than in terms of recreational or avocational interests, but among the 82 there were 35 persons who mentioned such skills, ranging from musical activities to painting, dancing, and various crafts. Seventeen of the 35 wished that they had acquired a skill in music, such as the ability to play the piano or to sing.

In giving the reasons for not having acquired the skill which they now wished they possessed, many reported that they had not had enough time or sufficient opportunity. But none gave more subjective reasons, such as lack of patience, embarrassment, fear of not succeeding, or thinking themselves too old.

In another group of adults, consisting of 92 graduate students (about evenly divided between men and women) who took a "service course" in psychology (most of them represented fields other than psychology) there were 55 who, in reporting a hobby or skill they wish they had acquired, mentioned music. Music was mentioned by about the same proportion of men and women. In giving their reasons for not having acquired the skill, more persons (31)

⁵ This doctoral study by M. F. Meigs is in process at Teachers College, Columbia University.

mentioned lack of opportunity than any other reason. Other reasons that were checked included lack of time (25 persons) and lack of funds (19), and lesser numbers mentioned fear of not succeeding, embarrassment, lack of patience. Some mentioned that they did not realize in time how valuable music might be, or that sports or other skills monopolized their time, or that they did not receive enough encouragement or stimulation at home.

Among other hobbies or skills which these persons said they wish they had acquired were certain sports—notably tennis, but also swimming, golf, horseback riding, and others—(mentioned by 22 persons); graphic or plastic arts (13); dancing (6); and photography (3). Other choices were scattered.

The findings in this little survey indirectly support the point that interests which a person might have acquired and might now enjoy if he had had the chance to learn them not only include activities of which he is aware (such as music) but perhaps also might include activities which he does not happen to think about. In describing their actual hobbies, a total of 16 mentioned outdoor non-competitive activities such as gardening, hiking, canoeing, scouting, and swimming, but only 2 persons described activities in this broad category in describing things they would like to learn. Without having had a taste of the pleasure that might be derived from, say gardening or hiking, one is unlikely to think that these activities might be interesting if he had had a chance to learn them. As another example, 8 persons mentioned photography as a hobby, but only 2 mentioned it as a skill they wished they had acquired.

One striking feature of this survey was that not one person in this sampling mentioned baseball either in describing skills or hobbies he especially enjoyed or in describing skills or interests he wished he had acquired. This ignoring of baseball is impressive in view of the fact that far more time, energy, facilities, and publicity are devoted to encouraging young persons to play, or at least to like to watch, baseball than to most of the other activities which were mentioned as actual or desired hobbies and skills. Lest anyone object that the reason is that these people were graduate students and perhaps too highbrow in their tastes, it may be mentioned that in the other sampling of 82 persons earlier mentioned above, consisting

mostly of persons in the clerical, skilled labor, and semiskilled labor groups, only 3 mentioned baseball as a pastime in describing what they liked best, and no person expressed a desire now to acquire baseball as a skill or interest. In this sampling there were 23 males who were skilled, semiskilled, or unskilled workers, including shipyard workers, power plant workers, electricians, elevator operators, and the like. In this group only one mentioned baseball, although several mentioned certain other sports.

The fact that adults are aware of skills and accomplishments which they wish they might have acquired when they were younger does not necessarily mean, of course, that the lack would have been filled simply if they had been given an opportunity to learn when they were younger. Certainly we know that there are persons who now would like to play the piano but cannot even though they had the chance to take piano lessons at one time or another. But this condition only emphasizes the position that we have taken elsewhere in this study, namely, that the proper educational policy toward cultivation of interests is to consider not simply how best to utilize interests which a child happens to have acquired, but how best to cultivate and sustain useful interests that he could acquire.

. 11 .

INTERESTS AND NEEDS

A number of children who took part in a study of children's fears¹ made by George M. Dunlop also responded to the Interest Finder. There was little apparent connection between the children's fears and their expressed wishes and interests. A similar finding appeared in an earlier study of 400 children.² It occurs to very few children who are burdened with fears to wish that they could be rid of them or could acquire the power within themselves to cope with them. It occurs to few, if any, who are agitated by emotional problems to wish for peace of mind.

This is perhaps a commonplace fact, but the lack of relation between wishes and interests, on the one hand, and fears, on the other, is one indication among several that there may be quite a discrepancy between children's wishes and their needs.

From the point of view of good mental hygiene, a child needs the power and insight to cope with his emotional problems. From the point of view of physical health and comfort, the child who lives in slum conditions needs better housing. From the point of view of comfortable social relations, children who live in a community where there is a great amount of friction need relief from conditions that cause friction. Yet, as we have seen, needs such as these are not

¹ This is a doctoral study which is in process at Teachers College, Columbia University.

² Jersild, A. T., Markey, F. V., and Jersild, C. L., *Children's Fears, Dreams, Wishes, Daydreams, Likes, Dislikes, Pleasant and Unpleasant Memories*, Child Development Monographs. New York: Bureau of Publications, Teachers College, Columbia University, 1933, No. 12, 172 pp.

disclosed when children are asked what they wish or would like to learn.³

This fact indicates that in order best to serve the child the school should try to discover and to deal with needs and difficulties which are not revealed simply by studying his interests. It suggests also that the school might do more than it has toward helping children to face themselves and their problems more realistically.

The statistics on mental illness in adult life suggest that it would be a boon to mankind if people at an earlier age could learn better how to use their intelligence to understand some of the emotional problems that arise in childhood and pursue people into adult years. We are not in a position to tell how much the school might do to prevent such problems or to estimate how far the school might go toward promoting, in the normal course of children's schooling, some of the kinds of self-understanding which many individuals, as much-disturbed adults, try to obtain through costly and painful psychotherapy. But we suspect that the educational program from early grades onward could incorporate much more constructive and preventive mental hygiene than now is conceived. The fact that several children of high school age in the present study expressed an interest in learning more about human behavior suggests that perhaps more children could acquire an interest in self-understanding if schools more generally encouraged such an interest.

³ The fact that children's wishes are influenced by what they have learned to expect and do not at all necessarily reflect lacks or privations in their lives is strikingly emphasized by preliminary findings in the study of Egyptian children by Sarhan which was alluded to earlier in this report. Children in poor districts, who had only the most meager play material, very infrequently wished for things to play with. Children living in the areas where housing conditions were at their worst scarcely ever wished for better living quarters. According to the standards of the American culture and the standards of the Egyptian population which was more favorably situated, these children *needed* toys and housing, but their wishes were not at all in keeping with these needs.

· 12 ·

SUMMARY

The following discussion summarizes some of the main findings and conclusions of this study. Added to the summary are a few comments and practical recommendations and some suggestions concerning further lines of investigation which have been proposed by teachers who participated in the study.

THE PERSONAL TOUCH

1. Findings in many phases of this study emphasize the fact that children at all age levels are much preoccupied with people and personal relations. A large proportion of children mentioned people when describing their wishes, likes, and interests, even though they were questioned in terms of *what* they liked or wished rather than terms of *whom*.

2. The findings also emphasize the fact that there is a strong element of self-interest and self-reference in children's ideas about life and the world at large and that this should be taken into account in what is taught.

A child's conception of happenings in the world about him is likely to be in terms of his personal stake in what is going on.¹ When the war was in progress, for example, a large proportion of children questioned wished for the end of the war, but this wish, while stated in general terms, seemed in many cases to stand for a cluster of par-

¹ Some implications of this finding are discussed in another context later in this summary.

ticular personal concerns. Scarcely any children, even at the high school level, when questioned a short time after the war was over wished for lasting peace or mentioned the day the war ended as one of their happiest days. Instead there were for a time many wishes for relief from rationing or for the home-coming of a relative in the armed services, or mention of other particular matters connected with the war situation.

3. The findings also emphasize the great importance children attach to gifts, especially at the younger levels.

In discussing this matter earlier in this report (p. 11), it was pointed out that while gifts are valued for the uses they serve and the prestige they bring, it seems that gifts often are especially appreciated because they are tokens of affection and good will or represent a form of encouragement, a vote of confidence, or a tribute to the child's ability properly to manage or use a certain tool or toy. The degree to which gifts are appreciated may bear little relation to their monetary cost.

It was pointed out in the earlier discussion, also, that the great psychological value of gifts is taken into account much more in the home than in the school, and properly so. It is suggested, however, that school people might make better use of the profound fact that children respond so warmly when given something. This does not mean that we should revert to a policy of giving gold stars and medals to a selected few, but schools probably would find it very rewarding to make more use of a policy of giving children tangible things as a means of promoting morale and good will. There would be many complications in such a policy, and it would require first-hand study to find how best it might be put into effect. It may be said, however, that compared with the total cost of education, the money spent in materials which not only have the quality of a gift but also could bring educational return—such as inexpensive cameras, or ice skates, painting equipment, or sewing kits—would be negligible.

From discussions with teachers of this finding on the importance children attach to receiving a tangible gift, the suggestion emerged that perhaps we should re-examine our notion of what constitutes a bribe. Something which might seem to an adult to be a bribe might,

from a child's point of view, simply be a vote of confidence or a token of good will. Besides, it was pointed out, children often work hard to earn rewards they already have received, and they often are pleased, also, to create or construct things which they can present as gifts to others. On a note of precaution some teachers also pointed out, however, that giving to a child things that are unsuitable, or putting into his hands more than he is able to make good use of, may lead to lack of appreciation or even encourage him to be indifferent or wasteful.

WE LIKE WHAT WE LEARN TO LIKE

4. The findings show much variation between interests of children in different schools and in different classes, notably in connection with the arts and crafts.

5. Many lines of evidence in this study are in keeping with findings that have emerged from earlier studies which indicate that children's interests are to a large degree learned. What a child likes to do is influenced by what he has had an opportunity to learn to like to do, provided, of course, that he not only has the opportunity but also has the ability to make use of it.

Regardless of opportunity children's interests will naturally differ as they become older and abler physically and intellectually and as they become socially and emotionally more mature. At any maturity level the interests of a particular child will also be influenced by any special talents, abilities, or limitations which he happens to have.

Subject to these limiting factors, there is a great margin of chance and choice in the particular interests which children at a given level acquire, once they are old enough to go to school. To the extent that this is true, their interests demonstrate what they have learned rather than what they could learn to like to learn. They reflect the past more than they provide a guide to the future and so must be carefully interpreted in order to determine their true significance for education.

Further implications of this fact will be brought out in the discussion of other findings below.

SELF-IMPROVEMENT AND EDUCATIONAL MORALE

6. The findings show an impressive increase with age in interest in various forms of self-improvement, vocational fitness or placement, educational opportunity, and understanding of self and others.

7. At the junior high school level, and even more at the senior high school level, there frequently appears to be a discrepancy between the child's own goals and his interpretation or understanding of the goals of the school or of ways in which his personal goals can be promoted by what the school offers.

8. The findings show a decline with age in educational morale in practically all communities included in the study.

A decline in interest in and liking for things having to do with school appeared in many ways. The older children more often than the younger ones mentioned school adversely in describing their wishes and the happiest days of their lives (by naming, say, the last day of school as a happy day or by wishing that school might be over). A much larger proportion of older than of younger children made adverse remarks about school subjects, school facilities, rules and arrangements, and pupils and teachers. Considerably more older than younger children also complained about school when describing what they disliked most outside school (the complaint was mainly about homework).

Moreover, in describing what they liked best about school the findings show that children as they grow older tend to make less mention of things that the school uniquely offers—such as the opportunity of learning ideas and skills—than do the younger children. On the other hand, the older children relatively more often mention things which are an incidental feature of the educational program, such as the opportunity to visit with other children during recess or to play games during free periods.

A discussion of some of the explanations and some of the implications of these findings that indicate a decline with age in interest in and liking for school, including the reactions of groups of teachers to these findings, is given on pages 41 to 46. It is pointed out that perhaps it is only to be expected that children will become

more critical of school as they become older, since their interests have expanded and they are capable of more independent judgment.

Perhaps, also, some of the criticism of the school is of a scapegoat sort. Again, it may be that some children at the junior and senior high school levels complain because they are more sensitive to lacks in their abilities and perhaps in some cases are made more sharply aware of lacks in their past training.

Perhaps the fact that children usually come to junior and senior high school from a number of different elementary schools, which vary in what they emphasize and in the standards they set, also adds confusion to life at the upper school levels. In other words, the discontent of some children at the higher educational levels may be due to conditions at the earlier levels.

However, in teachers' discussions of these findings it was also brought out that even though it is possible to find reasons for the lowered zeal and interest of older children, we should not assume that education at the junior high school and senior high school levels should inevitably be regarded as something less interesting or challenging than education at the elementary level. This recommendation is emphasized by findings in this study which indicate that while many older children in their own way formulate purposes and goals in their lives, those who described such goals quite outnumbered those who mentioned that the school had helped them or was helping them to achieve their goals. It seems that the high school program does not offer what many children think they would like to have. Either the substance is lacking or the school has not succeeded in showing the pupils how its program might further their personal goals.

In other words, the findings here suggest that the educational program at the higher levels should be examined from the point of view both of content and of the methods used to help young people to understand what the content is and what it might mean for them.

Some teachers also expressed the opinion that the decline in educational morale should not be attributed simply to changes in the children or to lacks in their earlier preparation, but should be regarded as an outcome to be expected from the way in which high schools are organized and operated. Many teachers maintained

that in most junior and senior high schools—compared with elementary schools—the program centers more around academic subjects than around children. A large proportion of high school staff members are subject matter specialists. It was mentioned by many teachers that the child at the high school level perhaps feels himself less identified as a person with the educational life of the school, not only because of the departmentalized way some high schools are run, but also perhaps because the work and schedule of many teachers at the high school level are such that it is difficult for them to acquire or express an interest in their individual pupils as persons.

The present study can offer only suggestions of what these findings imply. Certainly there is nothing in this study to indicate that the individual high school teacher is personally to blame for the greater disgruntlement of pupils as they grow older. If there is a fault, it probably lies in the system of education to which both teacher and pupils are asked to conform.

If it were found to be true, as some who discussed these findings have claimed, that the average high school teacher has less opportunity to become interested in his pupils as human beings and as learners than does the average elementary school teacher, this, too, perhaps would arise from the fact that many high school teachers work in a situation where the conception of the teacher and his role, and the incentives and opportunities, are less favorable for the study of children than are the conditions to be found in the elementary school.

Yet, as we have said, there is a real need for high school staffs to re-examine not only the content of their program, but also the steps they take to help pupils to appreciate what the program might mean for them. In order to solve this problem it probably would be well if high school teachers could have more time and encouragement to study their pupils and to take stock of what they teach.

RELATIVE UNPOPULARITY OF THE SOCIAL STUDIES

9. Topics under the general heading of the social studies were mentioned unfavorably more often than favorably in most of the

community groups and in most age groups included in the study.²

In grades 4-12 (there was relatively little mention of the social studies before grade 4) children who mentioned topics in the social studies area when describing what they disliked most outnumbered by almost two to one the children who mentioned such topics when telling what they liked best. Almost the complete reverse of this result appeared in mention of matters under the general heading of numbers, arithmetic, and mathematics and under the general heading of reading, grammar, literature, and other aspects of English usage: the children who mentioned topics under these two headings as liked best outnumbered by almost two to one those who mentioned such topics as disliked most.³

In contrast with the social studies, art was mentioned more often in accounts of what was liked best than in accounts of what was disliked most. The same was true of crafts.

The social studies also suffered in comparison with several other activities when children described what they would like to learn more about and what they did not care to study about, although some of the other subjects also declined in popularity in the higher grades.

A number of reasons are advanced on pages 31-34 to account for the relatively low popularity of the social studies. Many of these reasons emerged from discussions of the results by groups of teachers. It was pointed out, among other things, that there undoubtedly are cultural pressures that lead children to put a lower value on the social studies than on certain other forms of achievement. Knowledge of civic and world affairs is apparently regarded by many parents as not having as much competitive importance as knowledge of arithmetic or grammar. In addition, there are factors

² The social studies category used in this study included subjects named "social studies," "history," and "geography" as well as other topics and projects pertaining to local and world conditions, current events, conservation, housing, transportation, civics, government, labor, industry, and the like.

³ In grades 10-12, 37 per cent of the children mentioned the social studies in describing what they did not care to learn more about, compared with 9 per cent who mentioned the social studies in telling what they would like to learn more about. Mention of the natural sciences was more nearly equally divided between "want to learn more" and "don't care to learn more" (respectively, 18 and 14 per cent). The corresponding values for reading, literature, and English usage were 23 and 16 per cent.

in the general environment of children that discourage disinterested study of social issues. It is probable that many children are deterred by the example of their elders, many of whom are very poorly informed about political, social, and economic affairs and many of whom would rather take sides on an issue than study the problems involved.

It was also pointed out that methods of teaching might be responsible. An examination of the topics mentioned by the children showed that those which had a human angle were mentioned favorably more often than those of a more impersonal sort. The need for presenting material in the social studies in a way that has meaning in terms of children's own personal lives (as suggested also in findings reviewed under the heading of "The Personal Touch" above) was emphasized.⁴

When children like arithmetic better than the social studies, the reason in some cases probably is that in arithmetic there is a correct answer. The job to be done is clearly seen, and when it is finished the child has concrete evidence of achievement. In some aspects of the social studies, by contrast, there is not this preciseness, this experience of having solved or learned a definite thing. Often, also, units in the social studies perhaps stretch over too long a time to sustain children's interest.

In keeping with this idea some teachers proposed that an effort should be made in the social studies to mark the work off more clearly into a sequence of parts or projects, so that children may repeatedly have the experience of having achieved or learned something and of having made progress along the way even though there is work yet to be done.

The findings in this study also suggest that adults should be on guard against projecting onto children problems which they think are important. It probably would be helpful if teachers reminded themselves from time to time that there are many things very important in the life of the world which have little reality to an immature child.

Many teachers who discussed the finding on the social studies urged that we need to combine more of a spirit of inquiry and a

⁴ A few examples to this effect are shown on page 31.

policy of fact finding with our teaching of these studies. We need to learn more specifically what it is that captures children's interest and what does not. We need to look for leads to the proper dosage and the proper length of planning periods, discussion periods, and study units. We need to keep an eye open for the kinds of problems and issues that are best suited to different levels of intellectual and social maturity. We need to look for information on how issues that are important in the life of the world may be dealt with in terms that a child can appreciate and understand in the light of his own background of knowledge and experience. Some of this needed information can probably be obtained only if teachers have the incentive and time to incorporate into their work, as an essential feature, a policy of studying their pupils and the community in which they live.

INTERESTS COMPARED WITH NEEDS

10. The results of this study indicate discrepancies, or lack of parallels, between children's expressed interests and other evidences of needs in their daily lives.

According to the findings, children's interest in housing and living quarters is, if anything, likely to be less pronounced in a community where housing conditions are poor than in a community where conditions are relatively good.

Indications that children's wishes, likes, and dislikes do not touch upon deep-seated problems in their lives appeared when their responses in this study were compared with the findings in a companion study of children's fears. Many children revealed that they were troubled by fears, but rarely did they wish, on the Interest Finder, for understanding or help in overcoming their fears.

This was one finding among several which indicate that it is necessary to go beyond the study of children's expressed interests in order to get clues to what the educational program should include.

OUT-OF-SCHOOL CHORES

11. There was frequent mention of chores and everyday work when children described what they disliked most outside school.

Perhaps the jobs of washing dishes or mowing the lawn or house cleaning can never be made into anything that children will be enthusiastic about, but it was pointed out in the discussion of these findings that they might be more palatable if children were given tools and facilities as good as adults try to provide for themselves when they do the chores, and if children had more freedom to work things out in their own way.

The findings also indicate that children of junior high school age tend more frequently than children of senior high school age to complain about the kind of work they have to do during out-of-school hours. This finding suggests that it would be fruitful for school people who are interested in promoting work experience to make a special study of what is liked or disliked about the work and why.

DIFFERENCES IN SOCIAL FRICTION

12. There were marked differences between communities in the extent to which children expressed friendliness and good will toward one another or expressed ill will, hostility, fear, and other sentiments that denoted social friction.

In one community, for example, 43 per cent of the children expressed favorable sentiments about others, while in another community only 15 per cent of the children voiced such sentiments. In the first-named community only 5.5 per cent of the children made unfavorable comments about other people, while in the other of these two communities 45.5 per cent expressed unfavorable sentiments. Other communities fall between these two extremes.

In the discussion of these findings, it was pointed out that it is important for school people, first, to be aware of the extent of hostility or fear in the social relations of the pupils; second, to take steps to find out what might be the cause of ill will; and third, to try to discover what might be done to help those who are the cause and those who are the victims of trouble.

It was also pointed out that the existence of ill will in a group might serve as a concrete point of departure for dealing with some aspects of human relations that usually are treated on a more academic level in the social studies.

This finding with regard to differences in social friction in different communities aroused the interest of many teachers when they learned of it. Several thought this would be an interesting and important question for teachers in any community to inquire into.

LIFELONG GAPS

13. There was some evidence in the present study, and even more in informal companion studies, that interests adults possess and can, in turn, help their children to acquire are considerably influenced by the interests and skills the adults happened to acquire when they were children. Failure to acquire an interest in childhood may leave a lifelong gap.

In discussions of this finding with groups of teachers, it was brought out that sometimes efforts by the school to increase the range of children's interests and skills have the effect of leading the children's parents to acquire the same interests and skills.

Examples were given to show that parents had taken up new interests, such as reading certain kinds of books, painting textiles, weaving rugs, using lathes and other tools, and doing work in other crafts, painting, drawing, and music, either because their children had become interested and had tried directly to get their parents to participate, or because the children had influenced their parents indirectly by having the materials and equipment in the home.

In connection with this finding, also, several teachers expressed an interest in further inquiry. What kinds of interests that children can develop are most likely to stimulate the interests of parents? What motives and practical considerations come into play? What practical differences, including expense, are involved, and what are ways of solving or offsetting these?

This finding, as well as the others which will be summarized immediately below, have implications with respect to school-community relations.

UNUSED TALENTS

The following findings and topics which belong more or less together are among the most challenging in the study as a whole, and

they also seemed to arouse the greatest interest when presented to groups of teachers.

14. Several findings indicate that the range of children's out-of-school interests is quite restricted compared with children's potentialities.

15. The findings give evidence that there is a great deal of repetitive and unproductive activity in children's out-of-school lives.

16. Along with this many children expressed boredom.

17. Certain activities that occupy a great deal of time (such as listening to the radio) do not seem to represent deep interests. There are many indications that children are marking time with certain activities for lack of anything better to do.

18. In most communities there is a relatively small amount of overlapping between the things children report they are most preoccupied with in school and the things that preoccupy them most in their lives outside school.

19. There was very low frequency of mention of intellectual, artistic, or cultural interests or of constructive interests or hobbies in children's accounts of their out-of-school interests.

20. The findings indicate that schools generally seem to encourage children's interests and skills in the fine and practical arts to a greater extent than do homes or the community at large.

21. Yet there are many indications that the range of children's interests tends to be restricted by stereotyped notions and conventional ideas in school, as well as out of school, as to what children might, could, or should be interested in.

22. There is evidence in this and in an associated study that a large number of parents restrict themselves to a limited range of activities when they spend free time with children.

23. There are incidental findings in the present study and more direct findings in an associated study to the effect that many parents seem to have a limited conception of the resources in the community that are available for the cultivation of children's interests.

24. There are indications in this and in an associated study that parents are often gratified by interests their children develop, yet tend to regard them passively. Many parents, for instance, appreciate their children's art work and yet do not seem to take as active

an interest in their children's artistic development as in many other aspects of their education.

25. The findings suggest that there is need for the school and the community to deal together with the fact that the typical American child learns to utilize and to enjoy only a few of his many talents.

As was indicated earlier, these findings aroused a good deal of interest when presented to teachers. Various lines of further study were suggested. It was pointed out that among the questions that need to be looked into are the following: What kinds of interests are most likely to carry over from home to school and from school to home? What helps the process and what stands in the way? What kinds of interests are perhaps appropriate to one place but not to the other?

It would be well to get information concerning the facilities, tools, and equipment that are available for children's use outside school in acquiring various interests and skills.

Another angle that needs to be looked into is safety. Parents differ decidedly in the extent to which they regard various tools and activities as dangerous for children at certain ages. If we had more information showing what are "safe" ages, it could be helpful to parents.

Parental standards and expectations are also important. Parents' ideas as to how tidy a child should be, how much leeway he should be allowed for making mistakes in the early stages of learning, for breaking things, starting and abandoning projects, seemingly wasting things, may determine whether the child gets interested or gives up in anger or despair.

It would be useful also to have more information on some of the questions which parents face in trying to discover when or how much they should help, when they should keep hands off, when it is strategic to make suggestions, how much a child should be left to learn by trial and error and how much he should be shown.

There is need for information also on what makes an interest "take." What is the developmental history of interests of various sorts? What are signs of promise and the opposite? Obviously the mere act of spreading before children the opportunities for acquir-

ing a variety of interests does not necessarily insure that children will use the opportunities.

Since the interests acquired by a child are influenced by the standards and customs of his peers, there is need also to inquire into this matter. How do the codes that determine that a certain interest is "sissy," or "babyish," or quite respectable, work? How can such codes be circumvented if they seem to rob children of something valuable?

In order to win support for interests which are deemed by the school to be valuable for children to acquire, it is important to present our pedagogy in terms that make its purpose and content concrete and clear not only to pupils (as was noted in the discussion of an earlier finding above) but also to parents. Study is needed of the best way to do this.

In this connection, there is need for cooperative study by the school and the community not only of interests that could be cultivated, but also of ways to determine interests that would be most useful during childhood and that promise the greatest returns in adult life. One mark of a good interest, it was tentatively proposed, is the extent to which a person is absorbed in what he is doing or could, if he so chose, become absorbed, without at the same time causing discomfort to somebody else.

In order to get light on the proper handling of interests within the school, teachers brought out the point that it is necessary to recognize the need for a flexible and, shall we say, *permissive* definition of interests. Interests should be defined in terms of both an objective and a subjective standard. One person who is interested in playing the piano may be content to play a few simple pieces. Another, to maintain his interest, must continue working on more difficult compositions. One may be interested in something and spend a few minutes a day at it; another devotes several hours to it. But both are interested, and each is entitled to the form his interest takes.

In like manner, the proper handling of interests should take account not only of activities which are absorbing during the present, but also of activities which, once learned, can be renewed in the form of active interests from time to time in the future. The proper

study of interests involves a study of skills and of all the resources a person has acquired and has laid by for future use and enjoyment as the occasion happens to arise.

*THE PLACE OF INTERESTS IN A PHILOSOPHY
OF EDUCATION*

We have noted in the foregoing discussion that there may be many gaps between the interests children acquire and those they might acquire, that children's expressed wishes and interests often fail to reflect certain lacks and dislocations in their lives, that many children seem to move into adult years with resources for activity and enjoyment that are meager compared with the potentialities with which they are born. We have more or less tacitly assumed that it is a good thing for a child to cultivate interests that enable him to realize his varied potentialities.

Does this mean, in its simplest terms, that the more numerous and varied a child's interests the better off he will be? Not at all. The child who is interested in ten things is not necessarily healthier or happier or more comfortable to live with than a child who is interested in five things or two. A hoard of interests, like a miser's hoard of gold, may represent weakness rather than strength. Certainly we cannot maintain that an anxious or insecure person who happens to pursue ten interests is better off than a serene person who has only one simple hobby. It is not alone the number and scope of a person's interests that count but the way his interests, whether many or few, function, the needs they serve, the avenues of life they open.

Even so, the child who lives in an environment which provides an opportunity for the learning of many varied interests will probably be better situated than a youngster in an environment that makes provision for only a limited range. The reason is not that many interests are necessarily better than a few, but, rather, that the richer the opportunities, the more likely it is that the person will find a way of acquiring interests which are *best suited* to his particular gifts and which will be most serviceable to him.

The idea of making provision in the home, in the school, and in

the community for helping the child to acquire interests best suited to the kind of person he is, gives new meaning to the role of interests in education. According to this conception, we will not simply utilize the interests a child happens to have acquired as a guide to what and how to teach. We will look upon interests not primarily as aids or guides to learning but as forms of experience through which the child discovers and realizes the resources of his nature.

Viewed in this light, interests are more than a cluster of favored activities. They represent, in the aggregate, modes of life in which the child's emotional well-being and his social relations are deeply involved. Through the process of developing interests that are in keeping with his particular qualities and abilities the child is helped to acquire a conception of himself that is in line with reality. Through this process he probably also can be helped to acquire a wholesome idea of his own worth. Such interests also can be the medium through which he is helped to find a place in his social environment that is comfortable to him and to others. For it is by way of common interests that people establish many of their social contacts and fulfill many of their social needs, whether by temperament they tend to be very gregarious or very selective in their relations with others.

This view of the role of interests underscores the importance of making provision in the educational program for a variety of interests in order to take account of the fact that children differ so markedly in their make-up. Only by this means can the diversities of human nature come into their own and only thus can the individual youngster, with abilities that may be of high or low degree, learn to make the most satisfactory use of his talents, whether these are equally proportioned or whether his greatest strength happens to be in mental tasks or in a form of manual dexterity, in a creative art, or in some other endeavor. Variety of opportunity is needed not only to enable children to develop interests in keeping with the kinds and levels of their abilities, but also to enable them to pursue such interests at a pace and with an intensity suited to their temperament.

It may also be added that when there is provision that enables each child most fully to express himself, it probably also will be

true that the child will be able better to bear the frustrations that all children meet. He will also have more opportunity for the kind of success that a person such as he can achieve, and he will be less at the mercy of failure in the face of arbitrary standards imposed from without.

Conceived in these terms, the supplying of as many means as possible through which children may discover and realize their potential interests is not a luxury, and it certainly is not a way of diluting or sugar-coating education. When we take education literally and seek to educe, to draw forth in the most constructive manner, the resources with which children are by nature endowed, we are not simply helping them to have a good time. We are making a fundamental investment in human welfare.

APPENDICES

. A .

SPRINGFIELD INTEREST FINDER

NAME..... BOY OR GIRL.....
AGE..... TEACHER.....
GRADE..... SCHOOL.....
DATE.....

My three wishes:

What I'd like to learn more about at school:

What I don't care to study about:

What I like best in school:

What I like best outside school (that is, away from school, when I'm not at school):

What I like least at school:

What I like least outside school (that is, away from school, when I'm not at school):

What I want to be or do when I grow up:*

The most interesting thing I have done at school during the past week or so:

One of the places I especially like to go in ——:*

One of the happiest days in my life:

* The answers to these items are not treated in the present report.

. B .

CATEGORIES USED IN ANALYSIS OF CHILDREN'S INTERESTS, LIKES, DISLIKES, WISHES, HAPPIEST DAY, "WHERE LIKE BEST TO GO" *

Note: "x" added to any category means "incidental to" an item already tallied in another category (e.g., Christmas in "When I got a bicycle for Christmas"); "s" added to any category means "relating to school." In categorizing wishes and happiest day, "neg." means that the item is negative ("I wish school were out") and "pos." means that it is positive ("I wish I could stay in this school").

- A. Material things, specific objects, conveniences, toys, pets, money, facilities for physical comforts, clothes, adornment, food, living quarters. (See appropriate separate categories for mention of equipment related to arts, dramatics, vocational preparation, etc.)
 - 1. Specific objects, toys, equipment, pets, vehicles, money, food, adornment.
 - 1. Toys, playthings, equipment for sports, games, etc.
 - 2. Vehicular and locomotor apparatus (propelled by child himself): roller skates, bicycle, tricycle, wagon.
 - 3. Vehicles—self-propelled: auto, motorcycle, etc.
 - 4. Weapons, guns, BB gun, "22," cap gun, bow and arrow.
 - 5. Mechanical toys: electric or wind-up train, boat, truck, auto, model airplane.
 - 6. Dolls, material for dolls, furnishings; playhouse.
 - 7. Equipment for other make-believe or role-playing activities: cowboy suit, Superman outfit, flag.
 - 8. Horse, saddle, pony.
 - 9. Pets (other than horses or animals desired for agricultural or commercial purposes): dog, cat, pigeons, goat, bunny, bear cub, that my pup would live with me, dog never go away, enough room at home for animals, etc.

* These categories are shown in their most detailed form. In most of the tabulations only the large heading identified by a capital letter and the subheadings identified by Roman numerals were used.

10. Clothes, ornaments, adornment, jewelry: new clothes, nice things to wear, new shoes, diamond necklace, a suit, shirt, etc.
11. Food (wish for, but not including desire for riddance of, such as wish for "not having to eat spinach"): strawberry shortcake, ice cream, etc.
12. Various, including knife, wallet, bill fold, watch, flashlight.
- II. Money, wealth.
 1. Money in definite amounts.
 2. Wealth, riches, money in large amounts, parents get rich: have lot of money, father get lot of money, be rich, 3,000 bags of gold, all money in the world, enough money to live on happily, that we had money in bank, money to keep me till old age, father a millionaire, etc.
- III. Ownership or availability of living quarters, home, house, furnishings, comforts and appointments in home (including electric lights, but not a private personal possession such as "a radio of my own"); ownership of farm also included (as distinguished from emphasis on farm as place of abode, as in Y).
 1. Good living quarters, palaces, castle, nice house, nice kind of home, estate, house: place to live in all time, own big house with nice garden; furniture for home; lots of pictures in home; running water; a telephone in home; electric lights.
 2. A farm, a garden, a plot of land (ownership or use as distinguished from place of abode, as in Y).
- IIIs (pos.). School items: nice classroom.
- IIIs (neg.). School items: crowded halls.

B. Recreational activities, sports, holidays, festive occasions, games, diversions, pleasant occasions, adventures; attending sports activities, gym, physical education.

- IV. Games, play, organized sports: everyday play, play with toys or toy animals; games, tag, bouncing, jacks, dolls, jump rope, climbing trees, running, ball play; active sports involving group activity, and organized skills (not including items in Iva, v, vi); baseball, athletic events, tennis, soccer, hockey, croquet (other than gym, etc.); play, have fun, hunting for eggs.
- Iva. Gym, gym activities, "physical education," physical education activities: learning how to play baseball, etc.
- Ivb. Recess time, lunch period, play period, out time.
- v. Swimming, skating, roller skating, boating, iceboating, skiing.
- VI. Outdoor life—hunting, fishing, camping, shooting, hiking, scouting, mountain climbing, canoe or boat trips, camp fire.
- VII. Other outdoor activities: bicycling, horseback riding, walking.
- VIII. Indoor active sports involving organized rules and skills: pool, bowling, boxing.

- ix. Indoor sedentary contests or games of skill: cards, checkers, chess, etc.
- x. Driving car, learning to fly: use of car, truck, plane.
- xi. Miscellaneous: golf, pin games, etc.
- xii. Places with provision for sports, without indication whether child is spectator or participant.
 - 1. Outdoor sports and games: golf course, skating rink, swimming pool.
 - 2. Indoor sports and games: gymnasium, pool hall.
 - 3. Sedentary contests: chess, cards.
- xiii. Spectator sports (watching as against participating): going to wrestling matches, baseball games, etc.
- xiv. Holidays and special festive occasions. (In tally of happiest day more detailed subcategories used as follows. Mention of holiday or festive occasion and nothing further tallied in this category. Mention of holiday plus, e.g., gift, tallied in gift category and holiday identified through tally in xivx a-g.)
 - a. Birthday.
 - b. Christmas.
 - c. Easter.
 - d. Thanksgiving.
 - e. Fourth of July.
 - f. Sunday.
 - g. Other, including special occasions at school (s): stunt night, being on P.T.A. panel, having a doll show.
- xivx. Holidays mentioned incidental to other happenings tallied in other categories (all tallies in this subcategory have a companion tally in some other category, such as Ai).
 - a. Birthday.
 - b. Christmas.
 - c. Easter.
 - d. Thanksgiving.
 - e. Fourth of July.
 - f. Sunday.
 - g. Other.
- xv. Adventures, escapades, spectacular activities: go on jungle hunt; visit Mars; cross ocean in an hour by plane, interplanetary trip to moon; got lost; fell into river; stayed up until four o'clock.
- xvi. Miscellaneous events, seasons: wish for the summer time; like it when it is sunny and pretty out, etc.: when it is raining; the cold; vacations; when flowers are in bloom.*

* The use of this subcategory may be questionable, but it was retained without reclassification of the items because very few arose. If the instrument were used with adults it is likely that a category with an aesthetic (rather than an activity) denotation would have to be developed in addition to the subheadings now under the general heading of Art.

C. Miscellaneous places of recreation, diversion, and activities there (not including movies, theater).

xvii. Parks, beaches, picnics, circus, fair, carnival, excursions on boats.

xviii. Going to country, riding in the country, camp (as distinguished from "camping out"), farm, resort (living in country, etc., not included, only the excursion or temporary outing or vacation).

xix. Travel, trips to distant places.

xx. Going to shopping or other centers in city, hanging around town, going to the square, window shopping, my father's or mother's store.

D. Radio, movies, comics, theater.

xxi. Movies, visual aids.

xxii. Comics.

xxiii. Listening to radio (unless radio is incidental to listening, e.g., a lecture or concert, etc., that would qualify in other categories).

xxiv. Theater, plays.

E. Social gatherings, parties, dances, going to places for congregation of young people for social life and activity: clubhouse, hangout, DeMolay, Y.M.C.A., taverns, drugstore, restaurants, hotels, scout meetings (with emphasis on being with group rather than on food).

F. Sights, excursions, "go and see," gratifying curiosity about the new and unusual, visiting museums, zoos (but tally in the appropriate categories if item is the first of a series of recurring experiences, such as, "the first time I went to the movies"): went to see the White House; going to places of work, manufacture, public utilities, civic centers; going to broadcasting station, cemetery, firehouse, creamery, factory; school trips and excursions, scenic places; meet famous people (the emphasis here, as distinguished from C, is on gratifying intellectual curiosity).

xxv. Sights, excursions, etc., in F (other than xxvii) apart from school: to see New York at night when all New York is lighted.

xxvi. Sights, excursions, trips, etc., in F, in connection with school: wish we could go to dairy (related to school only and tallied with the S categories).

xxvii. Going to museums, zoos, art museum, public library; going to hear lectures, speeches; court, police station.

FF (pos.). "Be on the go"; opposite of being bored or having nothing to do.

FF (neg.). Boredom: having nothing to do; passing idle time away; loafing around.

G. Areas of study, academic subjects, topics and projects involving academic subject matter or skills: reading, writing, arithmetic, science, etc.

xxviii. Study of arithmetic, numbers, algebra, mathematics.

xxix. Study of spelling, spelling contests.

xxx. English, English usage, language arts, reading.

1. Writing—mechanics, learning to write, print, shift from manuscript to cursive.
2. English—vocabulary, grammar, composition, writing letters, stories, poetry, etc.
3. Journalism, school paper.
4. Reading as a subject, learning to read, mechanics of reading.
5. Reading of stories, books, reading for pleasure, information, etc.; wish for lots of books.
6. Library.
7. Literature, reading or study of poetry, plays (excluding participation in dramatics), essays, reviews, specific mention of literature—implied emphasis on style, aesthetic qualities, literature as an art (excluding biography).
8. Listening to stories read or told.
9. Foreign languages.

xxxI. Study of natural science, nature study, having or getting equipment for study of natural science.

1. "Science."
2. Biology.
3. Nature study.
4. Animals, animal life (no further specification).
5. Insects.
6. Birds, fowl.
7. Reptiles.
8. Fish and aquatic animals, including whales.
9. Mammals (excluding whales).
10. Jungle life.
11. Physiology.
12. Botany.
13. Plants, plant life, seeds, study of agriculture.
14. Chemistry.
15. Foods and nutrition.
16. Health, first aid.
17. Physics, including electricity; engineering aspects of radio; radio mechanics; mechanics of broadcasting, including experiments with transmission of broadcast (and not including listening for content of program); having or getting equipment related to these activities.
18. Geology, rocks, soil composition, origin of petroleum.
19. Meteorology, climate, weather forecasting.
20. Astronomy, nature of planets.
21. Bombs, explosives (other than atomic).
22. Atomic energy, atomic bomb.
23. Science experiments.

xxxii. Social studies.

1. Social studies.
2. History.
3. Social and cultural evolution, origin of things, unit on customs.
4. Biography.
5. Geography.
6. Government, civics, politics, taxation, political science, tariff.
7. Problems of war and peace, feeding of others, rehabilitation of war areas, international responsibilities, UN.
8. Race, race relations.
9. Labor, industrial relations, conditions of work (hours, etc.).
10. Other economic problems, issues, inflation.
11. Housing.
12. Current events.
13. Industry, manufacture, industrial processes and products, inventions, agricultural products and problems.
14. The United States.
15. Conservation, floods.
16. Local community.
17. Economic, industrial and social aspects of transportation and communication as distinguished from scientific aspects, e.g., mechanics, engineering, trains, etc.

xxxiii. Miscellaneous academic activities.

1. General education.
2. Quiz contests; work puzzles.
3. Speech.
4. Safety.

H. Fine and dramatic arts, music, painting, etc.

xxxiv. Graphic and plastic arts.

1. Art.
2. Cutting, pasting.
3. Drawing, sketching.
4. Painting, coloring, finger painting; having or getting materials necessary for carrying on these activities—paint set, color book, crayons.
5. Study of pictures and artists.
6. Sculpture, carving, soap carving, clay work; having or getting materials necessary for carrying on these activities—clay.

xxxv. Music.

1. Music.
2. Singing, learning new songs, taking part in group singing (active participant), singing in choir, success in singing.
3. Instrumental music: playing instrument, learning to play, participating in band, orchestra, including playing in assembly, wish for getting or

having a musical instrument, taking lessons, getting recognition for musical achievement.

4. Listening to music, going to concert, etc., song festival, operettas.

xxxvi. Dramatics.

1. Dramatics: practicing, participating.
2. Dramatics: witnessing, going to play, wish for school to have a play.

xxxvii. Puppetry.

1. Puppetry: making puppets, participating in puppet show.
2. Puppetry: watching.

xxxviii. Dancing: tap dancing, learning to dance, learning new dances, dancing lessons (emphasis on skill, improvement, or artistic aspects as distinguished from going to a dance).

J. Crafts, mechanical arts.

xxxviii. Shopwork, mechanics, industrial arts, use of tools, ceramics, weaving, photography, cartography.

1. Shopwork, workbench, construction of things (unless more specifically stated as in categories below); having or getting equipment related to these activities.
2. Woodwork, metal work.
3. Leather work.
4. Weaving, making of textiles.
5. Making things, making gifts, bowls, miscellaneous.
6. Mechanics, study of mechanics of things (unless more specific).
7. Airplanes, aviation, dirigibles, aeronautics.
8. Automobiles.
9. Locomotives, steam engines, trains.
10. Ships, boats.
11. Bridges.
12. Making of maps, charts.
13. Photography, making of movies, having or getting equipment for photography or movies.
14. Mechanical drawing.

K. Domestic arts, home economics.

1. Domestic arts, home economics (identified in these general terms).
2. Cooking.
3. Setting table, serving, table arrangement.
4. Interior decoration, home furnishings.
5. Sewing, preparation of clothes, dressmaking.

Ka. Miscellaneous hobbies, stamp collecting, etc.

M. Self-improvement, self-understanding, vocational competence, increase in strength, ability, independence, moral and intellectual self-improvement.

- xxxixa. Intellectual and educational self-improvement, experience of intellectual competence: to be bright, smart, good ability in lessons, to be promoted, skipped, never left back, better in school subjects (but tallied under appropriate subject where subject is mentioned, e.g., to be better in arithmetic goes under Gxxviii), better at concentrating, how to make good decisions, do my school work better, etc.
- xxxixb. Educational opportunity: get into a good high school; finish school before going into army; going to college after graduation from high school; get a good education, etc.
- xli. Knowledge of human nature, understand self, understand others, know all about people, learn about people, psychology, the human mind, human behavior, including sex behavior (and sex education); learn about love; taking personality tests, etc.
- xlii. Social graces, good manners, how to make friends, how to talk to people, how to get along with everyone, popularity, including winning of recognition as popular person, elected to office.
- xlii. Personality qualities; good personality, lots of personality; to be good-natured.
- xlili (pos.). Moral qualities and experiences, including accepted virtues: be a good boy, always do right, more will power, be neater, stop biting my nails, how to be quiet in school, be nice to my mother, would not be so bad, be a good citizen, do a good deed every day.
- xlili. (neg.). Learn bad habits, play bad games.
- xliv. Religious qualities, experiences: be a good Christian; the day I was converted, baptized, saved; going to Church, Sunday School, Chapel.
- xlv. Physical appearance: have nice face; lose two inches around the waist; have pretty hair; be big, tall; win beauty contest; learn how to do hair in nicer way.
- xlvi. Independence, being big, successful, being older: wish I was ten years old, a success in life, a man; get somewhere when I grow up, be famous.
- xlvi (pos.). Vocational activities, skills or opportunities: work, getting or having a job, studying about vocations; being competent in, prepared for or engaged in a certain occupation; owning a business; earn own keep; earn and spend own money (other than specific vocational training or activities for school); work; prospect of entering or having to enter a certain vocation, including being drafted into armed forces.
- xlvi (neg.). Negative of activities in xlvii (pos.).
- xlviii. Commercial work, typing, bookkeeping, stenography: having or getting equipment necessary for carrying on these activities—getting a typewriter, etc.*

* This category was originally included here on the theory that it represents vocational preparation. However, it might just as logically be classed as a school subject correlative with categories under G. For this reason, a separate notation of the incidence of responses in this category is given in the tables in Appendix D.

- N. Miscellaneous special successes: winning of fame, prestige, honors, prizes, awards, winning first place; first chair in the orchestra, captain of the team; being on the P.T.A. panel (tallied here as an x and also in appropriate other category; e.g., "won chair in orchestra" put here and in Hxxxv3).
- P. Supernatural power, possession of magical powers, resources: all wishes come true; able to walk on air; have wishing ring, fly with wings, etc.
- Q. Discussions, forums, etc., outside school: talks with intelligent people; argue on different subjects with neighborhood friends.
- Qs. Self-government, discussions, forums, etc., in school: participation in self-government, planning, elections, committee work, study clubs, club work in connection with school projects, science club, etc., discussions; the democracy of the school, sharing experiences.
- R. Chores, duties, relating to home and community, everyday routines, school.
- R (pos.)—wishes, happiest day—anything under R wished for.
- R (neg.)—wishes, happiest day—anything under R wished to be relieved of or wished changed.
- XLIX. Chores, duties relating to home.
1. Indoor: dishes, sweeping, cleaning, washing, etc.
 2. Outdoor (other than errands to store, etc.): mow lawn, bring in wood, work in garden, farm work, help care for chickens.
 3. Errands, purchasing, etc.
 4. Other chores: fixing my bicycle tire.
- L. Monitor duties, clerical and other duties at school: feed fish, clean blackboard, collect lunch sales, etc.
- LI. Chores, duties relating to personal grooming, routines: eating, coming in to eat, having to eat; sleeping, sleeping late on Saturday, going to bed, getting up, having to sleep; grooming, washing self, washing neck and ears; brushing hair, changing clothes, getting sun tan, etc.
- S. Privileges, pleasures, discipline, requirements, schedule, conveniences and inconveniences, management, relating to school, going to school (see also A and other categories where special mention is made of school).
- LII. Rules, restraints, regulations, discipline: being kept quiet, rest period; going to Dean's office; getting into trouble.
- LIII. Tasks relating to school work: reciting, tests, study period, reports, amount of work, assignments, homework; relief from specific aspects of school work; filling in test blanks; achievement tests.
- LIV. Management: the way the school is run.
- LV. Miscellaneous conveniences and inconveniences: standing in line, crowding at lunch, too little time at lunch, staying in one room all day; sitting on a chair so long; "laying around"; going from one room to the other.

LVI (pos.). Miscellaneous positive wishes or sentiments relating to school: going to this school, when school starts, the daily work of the sixth grade; when I came back to school; when I was in the first grade.

LVI (neg.). Miscellaneous negative wishes or sentiments relating to school: wish for change in details of school program, relief from boredom of school program; remedy of lacks in school, e.g., wish school had organized sports, wish for end of school, that it was Saturday (no school), that school was out, etc.

T. Home discipline, rules, restrictions: having to stay in, not go out, stay a certain place; sit in chair because I make so much noise, have mother slap me over the mouth.

U. Assembly: assembly (without mention of nature of program): long talks in assembly.

W. People, relations or activities with people, wishes in behalf of people, characteristics of people, being with or doing things with, helping, marriage, having children.

LVII. Pupils, fellow students in school: characteristics, companionship, friendship, association with or desire for riddance of.

LVIII. Teachers, administrators, adult personnel at school: characteristics of, behavior of, wish to be associated with or rid of.

LIX. People and characteristics of people *outside school* (other than relatives), including fighting.

LX. Companionship with parents, relatives, family: be with, do things with, be at home with, go with; visit or being visited by (and activities there); helping; wish for siblings, caring for, playing with siblings.

Fa— Father: primary mention—be with father, have a father as nice as my real father; wish my new stepdaddy would hurry and come, helping father.

Fax— Father: incidental—went to park on birthday with my father.

Mo— Mother: primary—being with my mother, helping mother; when mother got home from a long trip.

Mox—Mother: incidental.

Rel— Other relatives: primary—visit with, take care of, wish for; playing with my sister; reading to my brother; wish I had a baby brother as I'm lonely, another big sister; the day I became an uncle, the day my nephew was born; when I could take the baby around the block; go to grandmother's house; take care of my sister's baby, having to be with sibling.

Relx—Other relatives: incidental—went to circus with Uncle Tom, wish to go to grandmother's so I can milk the cows.

LXa. (war) Return of parent from armed services or war-connected absence.

- Lxb. (war) Other relatives—return from war or war-connected absence: wish brother could come home; wish brother didn't have to go to navy; (happy day) when my brother came home from overseas, when we received word that my uncle was still alive in Europe.
- LXg (pos.). Being at home: to do things with my family; just sitting at home, home, fooling around at home; going home.
- LXg (neg.). Being separated from parents, home, family: being at a boarding school.
- LXI. Companionship with other people (non-school, non-relatives): have friends; be with friends; have people come to the house; visit friends; play with friends.
- LXI. (war) As above, but involving return of person from war or war-connected absence.
- LXII (pos.). Human and domestic contacts and relationships, getting married, having children, dates, boy friends, girl friends: be asked for a date; be a mother and have children; give presents to girl friend; be happily married, married to the right man and not quarrel, loving my girl.
- LXII (neg.). To be a bachelor.
- LXIII. Specific or general benefits, material comforts, successes, material advantages, etc., for parents, relatives, or family: mother get her degree; mother get new dress; dad get good job; parents have nice time; parents always be happy; mother get a new stove; new coat for mother.
- LXIV. Parents' longevity, preservation of family: parents never die; include wishes for preservation of integrity of home (the main intent of this category is to contain items that might represent anxiety and wishes concerning the security of the home and parent-child relations)—wish my daddy and mother would go back together.
- LXV. Health for parents and family: mother get well; father recover from operation; wish father didn't have creeping paralysis; when mother came home from hospital; grandfather to get well; when father got rid of braces off broken leg.
- Y. Living in a certain city or community or place (including going back to place of former residence).
 Yco—Live in country, live on farm, ranch, etc.
 Yci—Live in city, town, or village, certain city, move back to a certain city, stay in a certain city.
 Ymisc—Not specified as to urban or non-urban: live in California.
- AA. Presence of, or relief from, miscellaneous annoyances (other than health, safety, etc.): noise; crowded streetcars; slow bus; holes in ground; stumps.
- BB. General or specific benefits or immunities for self (other than health): everything I want; always be happy; never be poor, good luck, happy future

life; never have to worry about a good paying job; that I had all I wanted; general or specific benefits, happenings, remedies, immunities pertaining to health, physical well-being; relief from, or immunity to, illness or injury (for self): never be sick; health; always be well; get over my headache; (happy day) when I got my artificial limb; when I got over scarlet fever.

CC. Specific benefits: health of other people (non-relatives): for Jean to get well; benefits for mankind (other than relating to war): philanthropy; everybody happy; better conditions for poor; no more sickness; general benefits in form of end of war, no more war, lasting peace.

DD. Miscellaneous: the day I was born.

EE. No response or no item that could be tallied; unintelligible; "nothing"; "everything."



CONSISTENCY OF TRENDS IN ACADEMIC INTERESTS

In school population A, several hundred children responded to the Interest Finder in 1945 and another group of youngsters responded in 1946. The 1946 returns were obtained partly because many questions on the validity of the 1945 results were raised by thoughtful people in the school system. Among other things, it was thought that the 1945 results were influenced adversely (so far as attitude toward school and school projects was concerned) by the fact that the information was obtained rather late in the spring when the children were beginning to think of the vacation ahead. It was also thought that the evidence in 1945 concerning the relative popularity of school projects and academic subjects needed to be confirmed.

As it happened, the 1946 results confirmed most of the major trends shown in 1945. The most conspicuous difference arose, quite understandably, from the fact that the war was in progress in 1945 but not in 1946. Many wishes and interests relating to the war in 1945 were thus changed in 1946.

There was a high degree of similarity in the responses of the two samplings of the population to the item "What I like best in school." This similarity was most marked in the first three grades.

In grades 4-6 the school subjects received the highest mention both years, and arithmetic, spelling, and English usage were among the top in frequency of mention both years. Among the general categories, the arts had second place both years, although the actual number of children mentioning art varied.

At the junior high school level, the two general categories occupying respectively first and second rank were the academic subjects and the arts. Among the academic subjects, arithmetic and mathematics had first place and natural science third place both years, and health and social studies had a low rank both years. During both years also vocational and play activities were mentioned by a large proportion of children and by proportionally a great many more in upper than in lower grades. Work in the arts had a high rank both

years. Matters under the general heading of self-improvement were in a high position both years compared with mention of items in this category in the earlier grades. In the subject matter areas, English usage, mathematics, and natural science held respectively first, second, and third rank.

All told, the main trends both years were much the same, not only when comparisons were made between similar grade levels but also when comparisons were made between different grade levels. Although there were some substantial shifts in the percentage of replies falling in a given category, the relative rank of the different categories showed a good deal of stability.¹

In children's accounts of what they liked least or disliked most in school, the points of agreement were similarly more conspicuous than the points of disagreement, although there was some variation from year to year in some categories. This variation was not of a character that would lead to substantially different conclusions one year compared with another.

The findings were also highly consistent both years in the relative frequency of mention of given school activities as liked best or disliked most. Both years the categories that were mentioned most in accounts of things liked best were also mentioned most in accounts of things disliked most.

The data in 1946 showed no indication that adverse comments made by youngsters in 1945 arose from the facts that the information had been gathered late in the school year and that the children were impatient to begin their vacations.

In both years certain similar age trends appeared. Children in the junior and senior high school expressed more active dislike of discipline and the way the school was run than did children in the lower grades. During both years children in the upper grades registered more complaints about people than did children in the lower grades.

¹ At the senior high school level where the greatest amount of variation occurred, the degree of correspondence between the two years was indicated by the fact that there was a rank-difference correlation of about .90 between the relative standings of the major categories.

. *D* .

TABLES

The tables that follow give the main quantitative results of the investigation. For each item on the Interest Finder there is one basic table showing the main results of the responses. In connection with some of the items there are additional subsidiary tables.

The main categories in each table are identified by the capital letters used in the main detailed list of categories in Appendix B. As was indicated earlier, a set of categories sufficiently comprehensive to incorporate the responses to all items on the Finder was developed. This meant that the master set of categories included not only headings under which there might be responses in connection with all items but also categories which were adapted to the kind of reply elicited by a particular item on the Finder. Moreover, there were categories that applied only to life in school and others that applied only to life out of school. Consequently in the tables showing responses to any given item, some categories are omitted, since they do not apply to this particular item.

There are also certain irregularities in the form of the tables because it was deemed proper to give a more detailed breakdown of the responses to some items on the Finder than to others.

While many of the categories in the separate tables are similarly phrased, there are some variations in the phrasing of particular categories or subcategories which are identified by the same capital letter. These irregularities are deliberate. For example, the reference to gym is included in the broad category that represents games, sports, physical activities, etc., in the tables specifically related to likes and dislikes in school life, but in responses about out-of-school life references to gym did not occur. There is a wide variety of intellectual activities in tables pertaining to interests in school. But in the tables for "happiest day" responses these activities are restricted largely to leisure-time reading, and there is a corresponding difference in the phrasing of the subcategory that includes reading activities.

Again, the category of wishes or expressions of liking or disliking for people includes subcategories making a distinction between pupils and teachers which

is necessary in school but has no application to out-of-school life. A distinction is made, however, between relatives and non-relatives in out-of-school life.

There are also certain irregularities in phrasing—but not in meaning—in the use of “positive” and “negative.” In tables indicating children’s wishes, for example, there is need for a distinction between wishes pertaining to school which are phrased in positive terms (“I wish I could keep on going to this school”) and those which are phrased negatively (“I wish I didn’t have to go to school”). In accounts of happiest days there likewise is occasion to make a distinction between positive and negative responses. On the other hand, when children explicitly describe their likes or dislikes, the expressions are by definition positive or negative and are so described by the table headings; consequently there is no occasion to indicate positive or negative subcategories.

TABLE I. MY THREE WISHES (INCLUDING WISHES

The values represent percentages of children giving one or more responses in the various categories, as follows: for each age-grade grouping, cols. 1-3, school populations A, B, and C, boys and girls combined; col. 4,

CATEGORY	School...	GRADES 1-3 Ages 6-9						GRADES 4-6 Ages 9-12					
		A	B	C	Av. of All			A	B	C	Av. of All		
		BG	BG	BG	B	G	Tot.	BG	BG	BG	B	G	Tot.
	No.....	176	368	150	363	331	694	143	309	200	309	343	652
A. Material things, specific objects, toys, food, shelter, pets, dress, etc.....		83.0	82.9	83.3	84.7	82.3	83.5	60.1	46.3	70.0	63.0	56.0	59.5
Toys, specific objects, etc.....		77.8	78.0	83.3	80.4	78.8	79.6	55.2	38.8	69.5	58.1	51.1	54.6
Money.....		3.4	9.5	.7	4.8	4.1	4.6	.7	2.6	4.0	2.0	2.8	2.4
Living quarters and related com- forts.....		9.1	6.3	1.3	6.3	4.8	5.6	9.1	4.9	6.5	7.3	6.3	6.8
B. Sports, play, festivities.....		4.5	2.7	16.0	9.2	6.4	7.8	6.3	6.5	16.5	10.7	8.9	9.8
Everyday games, athletic activi- ties.....		0	1.4	2.6	.9	1.9	1.4	1.4	5.5	2.5	3.8	2.5	3.2
Swimming, skating, skiing, sleighbg.....		0	0	0	0	0	0	.7	.3	2.0	1.2	.9	1.1
Outdoor life, hiking, hunting, trapping, scouting.....		.6	0	.7	.8	0	.4	0	1.0	0	.5	.2	.4
Bicycling, horseback riding.....		0	0	1.3	.4	.4	.4	0	0	3.5	.7	1.6	1.2
Driving car, motorcycle, plane..		1.1	.3	11.3	5.3	3.1	4.2	2.1	0	6.5	4.4	1.4	2.9
Spectator at baseball, etc.....		0	0	0	0	0	0	0	0	1.0	.7	0	.4
Holidays, festive occasions.....		.6	1.1	.7	1.0	.6	.8	1.4	1.3	1.0	.3	1.6	1.0
Birthday.....		0	0	.7	.4	0	.2	.7	1.0	0	0	0	0
Christmas.....		.6	.3	.7	1.0	0	.5	0	0	0	.3	0	.2
Other.....		0	.8	0	0	.6	.3	.7	.6	.5	0	.7	.4
Miscellaneous activities.....		1.7	0	1.3	1.7	.4	1.1	.7	1.9	1.5	1.2	.9	1.1
C. Miscellaneous places of recrea- tion, parks; travel, camp, re- sort.....		6.3	3.3	10.0	5.1	7.9	6.5	14.0	10.0	23.5	9.8	16.8	13.4
D. Radio, movies, theater, comics..		.6	.3	.7	.2	.8	.5	.7	1.6	1.5	1.6	1.0	1.3
Movies.....		0	.3	.7	.2	.4	.3	.7	1.6	1.5	1.6	1.0	1.3
Other.....		.6	0	0	0	.4	.2	0	0	0	0	0	0
E. Social activities, organizations, parties, Scouts, DeMolay, dances.....		0	0	0	0	0	0	.6	0	1.5	.3	1.0	.7

PERTAINING TO LIFE IN AND OUT OF SCHOOL)

average per cent of boys in the total population; col. 5, average per cent of girls in the total population; col. 6, average per cent of boys and girls combined in the total population (average of cols. 4 and 5).*

GRADES 7-9 Ages 12-15							GRADES 10-12 Ages 15-18						
A	B	C	Av. of All				A	B	C	Av. of All			
BG	BG	BG	B	G	Tot.		BG	BG	BG	B	G	Tot.	
98	274	200	282	290	572		94	136	100	159	171	330	
39.8	20.8	47.5	38.2	27.0	32.6		29.8	23.5	43.0	37.2	28.0	32.6	A.
31.6	17.9	31.5	30.5	23.3	26.9		20.2	16.2	30.0	29.3	14.9	22.1	
12.2	3.6	7.5	8.9	6.5	7.7		9.6	11.7	11.0	11.0	11.7	11.4	
6.1	2.6	14.0	6.5	8.6	7.6		3.2	4.4	6.0	6.4	4.0	5.2	
6.1	12.4	14.0	14.1	.8	7.5		12.8	11.0	13.0	16.8	8.3	12.6	B.
6.1	11.2	5.0	10.6	4.2	7.4		7.4	9.6	4.0	12.1	2.5	7.3	
0	0	2.0	.3	1.0	.7		0	0	4.0	.6	2.5	1.6	
0	1.1	3.0	2.4	.3	1.4		0	1.5	2.0	1.1	1.6	1.4	
0	0	0	0	0	0		0	0	0	0	0	0	
0	0	4.5	1.0	1.0	1.0		4.3	0	4.0	2.5	2.6	2.6	
0	0	0	0	0	0		0	0	0	0	0	0	
0	0	0	0	0	0		0	0	0	0	0	0	
0	0	0	0	0	0		0	0	0	0	0	0	
0	0	0	0	0	0		0	0	0	0	0	0	
0	0	0	0	0	0		0	0	0	0	0	0	
0	0	.5	.3	0	.2		1.1	0	1.0	.6	0	.3	
13.3	8.4	36.0	12.0	26.6	19.3		17.0	8.8	29.0	12.9	23.2	18.1	C.
2.0	.4	1.5	1.9	.7	1.3		0	0	0	0	0	0	D.
1.0	.4	1.5	1.5	.7	1.1		0	0	0	0	0	0	
1.0	0	0	.7	0	.4		0	0	0	0	0	0	
0	0	3.0	1.7	.3	1.0		0	0	0	0	0	0	E.

TABLE I. MY THREE WISHES (INCLUDING WISHES

CATEGORY	School...	GRADES 1-3 Ages 6-9						GRADES 4-6 Ages 9-12					
		A	B	C	Av. of All			A	B	C	Av. of All		
		BG	BG	BG	B	G	Tot.	BG	BG	BG	B	G	Tot.
	No.....	176	368	150	363	331	694	143	309	200	309	343	652
F. Sights, "go and see" activities, museums.....		2.3	0	3.3	1.6	2.1	1.8	4.2	.6	3.5	2.3	3.3	2.8
Sights and excursions apart from school.....		1.1	0	1.3	1.2	.4	.8	2.1	.6	1.5	1.4	1.5	1.5
School excursions.....		.6	0	0	0	.4	.2	2.1	0	0	.5	.8	.7
Cultural activities: museums, lectures, etc.....		.6	0	2.0	.4	1.3	.8	0	0	2.0	.3	1.0	.7
G. Areas of study, subject matter..		5.7	2.7	2.7	3.5	3.9	3.7	12.6	9.7	6.5	8.1	11.0	9.6
(positive).....		5.1	2.4	2.7	2.5	3.7	3.1	12.6	9.7	6.5	8.1	11.0	9.6
(negative).....		.6	.3	0	1.0	.2	.6	0	0	0	0	0	0
Numbers, arithmetic, mathematics.....		.6	1.1	0	.7	.4	.6	4.9	2.9	1.5	2.1	3.7	2.9
Spelling (positive).....		1.1	0	0	0	.7	.4	2.1	.6	.5	1.0	1.2	1.1
(negative).....		0	.3	0	0	.2	.1	0	0	0	0	0	0
English usage, writing, reading, library (positive).....		4.0	1.9	2.0	2.5	2.7	2.6	6.3	4.2	3.0	3.9	5.1	4.5
(negative).....		.6	0	0	1.0	0	.5	0	0	0	0	0	0
Nature study, natural science...		0	0	.7	.4	0	.2	2.1	.6	2.0	2.2	1.1	1.7
Local and world affairs, social studies.....		0	0	0	0	0	0	0	1.6	0	.2	.8	.5
Miscellaneous (negative).....		0	0	0	0	0	0	0	0	0	0	0	0
H. Art (activity or appreciation)...		5.7	1.9	1.3	1.5	4.4	2.9	2.8	4.9	6.0	3.1	6.1	4.7
(positive).....		5.7	1.9	1.3	1.5	4.4	2.9	2.8	4.9	5.5	3.1	5.8	4.5
(negative).....		0	0	0	0	0	0	0	0	.5	0	.3	.2
Graphic: coloring, drawing, painting.....		2.3	.8	0	.2	1.9	.7	0	1.0	2.0	.3	1.6	1.0
Music, including orchestra, singing (positive).....		4.0	1.1	1.3	1.4	2.9	2.6	2.8	4.9	1.0	2.1	3.8	2.9
(negative).....		0	0	0	0	0	0	0	0	.5	0	.3	.2
Other.....		.6	0	0	.4	0	.2	0	.6	2.5	.3	1.7	1.0
J. Crafts, mechanical arts.....		.6	.3	2.0	1.9	0	1.0	0	.6	.5	.6	.2	.4
K. Cooking, sewing, other domestic arts, home economics.....		.6	0	0	0	.4	.2	0	0	0	0	0	0
Ka. Miscellaneous hobbies.....		0	0	0	0	0	0	.7	0	0	.5	0	.3

PERTAINING TO LIFE IN AND OUT OF SCHOOL) (Continued)

GRADES 7-9 <i>Ages 12-15</i>							GRADES 10-12 <i>Ages 15-18</i>						
A	B	C	Av. of All				A	B	C	Av. of All			
BG	BG	BG	B	G	Tot.		BG	BG	BG	B	G	Tot.	
98	274	200	282	290	572		94	136	100	159	171	330	
0	0	3.5	.7	1.7	1.2		1.1	0	0	0	.6	.3	F.
0	0	2.5	.7	1.0	.9		1.1	0	0	0	.6	.3	
0	0	0	0	0	0		0	0	0	0	0	0	
0	0	1.0	0	.7	.4		0	0	0	0	0	0	
15.3	5.8	5.0	11.1	6.2	8.7		3.2	2.9	6.0	3.6	4.2	3.9	G.
8.2	5.8	4.5	7.1	5.5	6.3		3.2	2.9	6.0	3.6	4.2	3.9	
7.1	0	.5	4.0	.7	2.4		0	0	0	0	0	0	
1.0	2.9	1.5	2.1	1.5	1.8		0	1.5	4.0	1.1	2.6	1.9	
2.0	1.1	1.0	2.1	.7	1.4		0	0	0	0	0	0	
2.0	0	0	.7	.7	.7		0	0	0	0	0	0	
6.1	2.2	2.0	2.6	4.4	3.5		1.1	1.5	2.0	.5	2.7	1.6	
0	0	0	0	0	0		0	0	0	0	0	0	
1.0	1.5	0	1.4	.2	.8		2.1	0	3.0	2.5	.6	1.6	
0	0	0	0	0	0		0	0	0	0	0	0	
5.1	0	.5	3.3	0	1.7		0	0	0	0	0	0	
11.2	2.9	4.0	3.4	8.8	6.1		6.4	.7	7.0	2.6	2.8	2.7	H.
11.2	2.9	4.0	3.4	8.8	6.1		6.4	.7	7.0	2.6	2.8	2.7	
0	0	0	0	0	0		0	0	0	0	0	0	
1.0	.7	1.0	.7	1.1	.9		0	0	0	0	0	0	
9.2	2.2	2.5	2.7	6.6	4.7		6.4	.7	3.0	2.6	4.7	3.7	
0	0	0	0	0	0		0	0	0	0	0	0	
1.0	0	1.0	0	1.4	.7		0	0	4.0	0	3.4	1.8	
2.0	1.1	4.0	4.1	2.3	3.2		3.2	1.5	3.0	5.4	0	2.7	J.
1.0	0	0	.7	0	.4		0	0	0	0	0	0	K.
0	0	1.0	.7	0	.4		1.1	0	0	0	.6	.3	Ka.

TABLE I. MY THREE WISHES (INCLUDING WISHES

CATEGORY	School...	GRADES 1-3 Ages 6-9						GRADES 4-6 Ages 9-12					
		A	B	C	Av. of All			A	B	C	Av. of All		
		BG	BG	BG	B	G	Tot.	BG	BG	BG	B	G	Tot.
No.....		176	368	150	363	331	694	143	309	200	309	343	652
M. Self-improvement, -understanding, including vocational placement or competence.....		6.8	10.3	10.0	6.4	12.1	9.3	34.3	40.5	25.5	33.9	32.6	33.3
(positive).....		6.8	10.3	10.0	6.4	12.1	9.3	34.3	40.5	25.5	33.9	32.6	33.3
(negative).....		0	0	0	0	0	0	0	0	0	0	0	0
Intellectual self-improvement...		1.1	4.6	2.0	1.8	3.5	2.7	11.2	25.2	8.0	13.2	16.0	14.6
Educational opportunity.....		0	0	0	0	0	0	4.9	1.3	3.0	3.2	2.9	3.1
Personal and physical qualities.		.6	1.9	.7	0	2.2	1.1	6.3	3.6	1.5	2.6	4.7	3.7
Religious qualities and experiences.....		1.1	0	0	0	.7	.4	.7	1.3	0	1.0	.4	.7
Independence (positive).....		1.7	1.4	4.0	1.4	3.4	2.4	4.2	1.0	2.0	2.7	2.1	2.4
(negative).....		0	0	0	0	0	0	0	0	0	0	0	0
Vocations, working; a particular vocation (positive).....		1.7	3.3	4.0	3.0	3.0	3.0	17.5	11.3	16.0	18.0	13.8	15.9
(negative).....		0	0	0	0	0	0	0	0	0	0	0	0
Commercial subjects.....		.6	.3	.7	.4	.2	.3	0	0	.5	0	.3	.2
S. Miscellaneous school demands, privileges, comforts, discomforts.....		.6	.5	1.3	.8	.8	.8	4.2	3.2	5.5	4.5	4.2	4.4
(positive).....		.6	.3	.7	.6	.4	.5	2.1	1.9	1.0	1.1	1.5	1.3
(negative).....		0	.5	.7	.3	.4	.4	2.1	1.3	4.5	3.4	2.7	3.1
Homework (negative).....		0	0	0	0	0	0	0	0	0	0	0	0
School facilities, going to school (positive).....		.6	.3	.7	.6	.4	.5	2.1	2.3	1.0	1.1	3.3	2.2
(negative).....		0	.5	.7	.3	.4	.4	2.1	2.0	4.5	3.4	1.4	2.4
W. People.....		27.8	9.8	10.7	12.5	20.0	16.3	25.9	15.5	13.5	11.5	24.3	17.9
(positive).....		27.8	9.8	10.7	12.5	20.0	16.3	25.9	15.5	13.0	11.1	24.3	17.7
(negative).....		0	0	0	0	0	0	0	0	.5	.3	0	.2
Pupils.....		0	0	.7	.4	0	.2	1.4	.6	0	.2	1.0	.6
Teachers (positive).....		1.1	0	0	.8	0	.4	0	1.3	1.0	.6	.9	.8
(negative).....		0	0	0	0	0	0	0	0	0	0	0	0
Friends, characteristics of, companionship with.....		6.2	1.4	1.3	2.9	3.0	2.9	5.6	6.5	1.5	2.2	7.3	4.8
(positive).....		6.2	1.4	1.3	2.9	3.0	2.9	5.6	6.5	1.5	2.2	7.3	4.8
(negative).....		0	0	0	0	0	0	0	0	0	0	0	0
Relatives, characteristics of, companionship with, benefits for (positive).....		23.9	10.6	9.3	9.4	19.7	14.6	26.7	8.7	12.5	8.1	22.2	15.2
(negative).....		0	0	0	0	0	0	0	0	.5	.3	0	.2

PERTAINING TO LIFE IN AND OUT OF SCHOOL) (Continued)

GRADES 7-9 Ages 12-15							GRADES 10-12 Ages 15-18						
A	B	C	Av. of All				A	B	C	Av. of All			
BG	BG	BG	B	G	Tot.		BG	BG	BG	B	G	Tot.	
98	274	200	282	290	572		94	136	100	159	171	330	
60.2	53.3	60.5	53.2	62.9	58.1		76.6	52.9	79.0	70.9	68.9	69.9	
60.2	53.3	59.5	52.5	62.9	57.7		76.6	50.0	79.0	69.3	68.5	68.9	
0	0	1.0	.7	0	.4		0	2.9	0	1.6	.4	1.0	
18.4	17.9	11.0	12.8	22.3	17.6		16.0	11.0	13.0	14.2	11.6	12.9	
15.3	15.3	21.5	15.5	19.4	17.5		12.8	21.3	29.0	22.6	19.9	16.3	
13.6	10.6	4.0	5.9	13.3	9.6		8.5	5.1	8.0	5.3	8.1	6.7	
1.0	.4	.5	0	1.3	.7		2.1	0	0	0	1.2	.6	
7.1	4.0	10.0	10.0	3.7	6.9		17.0	6.6	24.0	16.2	16.1	16.5	
0	0	0	0	0	0		0	.7	0	0	.4	.2	
34.7	24.5	26.5	29.8	26.7	28.3		43.6	27.9	36.0	37.2	31.9	34.6	
0	0	1.0	.7	0	.4		0	2.2	0	1.6	0	.8	
1.0	.7	.5	0	1.5	.8		2.1	.7	0	0	1.6	.8	
12.2	11.3	16.5	17.0	9.8	13.4		6.4	8.1	8.0	6.2	9.2	7.7	
1.0	2.5	.5	1.2	1.5	1.4		0	3.7	3.0	1.1	3.8	2.5	
11.2	8.8	16.5	15.9	8.3	12.1		6.4	4.4	5.0	5.1	5.4	5.3	
0	0	2.5	.7	1.0	.9		0	0	0	0	0	0	
0	1.1	.5	0	2.9	1.5		0	1.5	3.0	1.1	3.8	2.5	
11.2	8.8	15.5	15.8	6.9	11.4		6.4	4.4	5.0	5.1	5.4	5.3	
15.3	20.1	18.0	13.1	22.4	17.8		41.5	36.8	24.0	26.5	40.3	33.4	
15.3	20.1	15.5	12.4	21.4	16.9		41.5	36.8	24.0	25.6	40.3	33.0	
0	0	2.5	.7	1.0	.9		1.1	0	0	.9	0	.5	
0	.7	0	0	.5	.3		0	1.5	1.0	1.1	.8	1.0	
2.0	0	.5	1.0	.7	.9		2.1	3.7	1.0	20.0	2.8	11.4	
0	0	2.0	.3	1.0	.7		1.1	0	0	.9	0	.5	
7.1	15.0	11.5	7.6	14.0	10.8		20.2	32.6	12.0	12.5	27.6	20.1	
7.1	15.0	9.5	7.3	13.0	10.2		20.2	32.6	12.0	12.5	27.6	20.1	
0	0	2.0	.3	1.0	.7		0	0	0	0	0	0	
9.2	3.7	5.0	5.1	8.8	6.9		24.5	2.9	12.0	10.9	15.3	13.1	
0	0	.5	0	.3	.2		0	0	0	0	0	0	

M.

S.

W.

TABLE I. MY THREE WISHES (INCLUDING WISHES

CATEGORY	School...	GRADES 1-3 Ages 6-9						GRADES 4-6 Ages 9-12					
		A	B	C	Av. of All			A	B	C	Av. of All		
		BG	BG	BG	B	G	Tot.	BG	BG	BG	B	G	Tot.
	No.....	176	368	150	363	331	694	143	309	200	309	343	652
Y. Residing in particular community, city, etc.....		4.5	1.1	3.3	3.8	2.6	3.2	4.9	1.9	3.5	2.9	3.7	3.3
(positive).....		3.9	1.1	3.3	3.4	2.6	3.0	4.9	1.9	3.5	2.9	3.7	3.3
(negative).....		.6	0	0	.4	0	.2	0	0	0	0	0	0
AA. Miscellaneous annoyances.....		0	.8	0	.3	.2	.3	0	0	0	0	0	0
BB. Benefits for self (general or specific).....		1.1	1.1	.7	1.2	.8	1.5	1.4	3.6	2.5	2.4	2.5	2.5
CC. Benefits for others; mankind (general or specific).....		2.3	3.5	.7	2.6	1.8	2.2	4.9	7.4	.5	4.1	4.3	4.2
DD. Miscellaneous.....		2.8	3.3	2.0	.8	4.6	2.7	.7	.3	1.5	1.7	1.2	1.5
EE. Unintelligible, no answer, "everything," "nothing".....		4.5	0	0	1.9	1.1	1.5	.7	12.6	2.0	4.7	5.5	5.1

* The values represent *per cent of children*, not per cent of items reported. A tally of one and one only was given for one wish or for several wishes within a given category. This holds for the more inclusive categories as well as for the subcategories. As a result, the cumulative percentages repre-

PERTAINING TO LIFE IN AND OUT OF SCHOOL) (Continued)

GRADES 7-9 <i>Ages 12-15</i>							GRADES 10-12 <i>Ages 15-18</i>							
A	B	C	Av. of All				A	B	C	Av. of All				
BG	BG	BG	B	G	Tot.		BG	BG	BG	B	G	Tot.		
98	274	200	282	290	572		94	136	100	159	171	330		
1.6	5.1	7.0	5.1	6.8	5.9		5.8	.5	3.0	1.7	.9	1.3		Y.
1.6	5.1	7.0	5.1	6.8	5.9		5.8	.5	3.0	1.7	.9	1.3		
0	0	0	0	0	0		0	0	0	0	0	0		
0	2.9	0	0	1.9	1.0		0	0	0	0	0	0		AA.
10.2	6.9	4.0	5.7	8.4	7.1		8.5	8.8	19.0	11.9	12.7	12.3		BB.
3.1	4.4	2.5	3.0	3.6	3.3		3.2	.7	11.0	3.6	7.0	5.3		CC.
2.0	5.2	2.5	1.0	1.8	1.4		0	1.5	3.0	.5	2.9	1.7		DD.
8.2	23.0	2.0	15.7	6.4	11.1		3.2	24.3	0	8.9	9.5	9.2		EE.

sented by the subcategories may exceed the values shown for a major category. For an explanation of the omission of certain categories, see the introductory statement.

TABLE IA. WISHES FOR SPECIFIC OBJECTS AND EQUIPMENT,
MATERIAL THINGS

*In terms of more detailed categories than are shown in Table I or Appendix B, based on a separate tabulation of replies by 100 children at each of the four age-grade levels. The values show per cent of children expressing wishes falling in the various categories.**

CATEGORY	GRADES 1-3		GRADES 4-6		GRADES 7-9		GRADES 10-12	
	Sex.		B		B		B	
	No.	50	50	50	50	50	50	50
Specific objects, equipment, material.	98.0	78.0	98.0	76.0	82.0	62.0	80.0	47.8
Equipment for athletics, games, sports, including ball play, aquatic sports; swings, slides, jacks, helmets, toys, baseball suits.	16.0	6.0	8.0	6.0	0	0	0	0
Equipment for fishing, hunting, hiking, camping, scouting, outdoor life, boating, tents. . .	6.0	0	10.0	2.0	6.0	2.0	8.0	0
Vehicular and locomotor apparatus (propelled by child himself): roller skates, bicycle, wagon.	38.0	30.0	58.0	56.0	10.0	34.0	0	4.3
Vehicles—self-propelled: auto, motorcycle, etc.	24.0	6.0	22.0	4.0	52.0	16.0	60.0	34.4
Horse, saddle, pony.	24.0	10.0	20.0	8.0	10.0	4.0	2.0	4.3
Weapons, guns, BB gun, "22," cap gun, bow and arrow.	14.0	0	22.0	0	8.0	0	8.0	0
Equipment for crafts, domestic and fine arts, mechanics, science, paints, chemistry set, hammer, tools, gardening tools, music, photography, coloring, microscope.	2.0	12.0	8.0	8.0	10.0	8.0	10.0	0
Equipment for reading, writing, studying, academic and commercial activities and learning: books, pencil set, blackboard, globe, typewriter.	0	6.0	4.0	6.0	0	6.0	0	4.3
Mechanical toys, electric or wind-up train, boat, truck, car, model airplane.	14.0	0	6.0	0	0	0	0	0
Dolls, material for dolls, furnishings.	0	36.0	0	20.0	0	0	0	0
Equipment for other make-believe or role-playing activities: cowboy suit, Superman outfit.	16.0	4.0	4.0	2.0	0	0	0	0
Money, wealth.	8.0	4.0	0	2.0	12.0	20.0	30.0	30.4
Pets.	10.0	16.0	16.0	12.0	6.0	4.0	0	8.7
Clothes, ornaments, adornment, jewelry.	6.0	26.0	8.0	24.0	2.0	16.0	2.0	0

TABLE IA. WISHES FOR SPECIFIC OBJECTS AND EQUIPMENT,
MATERIAL THINGS (Continued)

CATEGORY	Sex..... No.....	GRADES 1-3		GRADES 4-6		GRADES 7-9		GRADES 10-12	
		B	G	B	G	B	G	B	G
		50	50	50	50	50	50	50	50
Ownership or availability of living quarters, home, house, furnishings, comforts and appointments in home (including electric lights, but not a private personal possession such as "a radio of my own"); also including ownership of farm, etc. (distinguished from emphasis on farm as place of abode).....									
		10.0	14.0	20.0	8.0	16.0	18.0	16.0	13.0
Food (wish for, but not including desire for rid- dance of, such as wish for not having to eat spinach).....									
		0	0	0	0	0	0	0	0
Various, including knife, wallet, billfold, watch, flashlight, puzzles, musical powder box.....									
		0	6.0	20.0	10.0	2.0	8.0	0	4.3

* Note that the cumulative percentages shown for the subcategories under Specific objects, etc., need not correspond to the values shown for the more inclusive category. The values shown for this inclusive category are based on a tally of one only for each child who expressed one or more wishes in the category as a whole, and since two or more wishes might be distributed among two or more subcategories, the cumulative percentages within the subcategories may be larger than the percentage for the category as a whole.

TABLE IB. WISHES

Per cent of children in school populations A and B expressing one or more wishes in various categories (shown in more detail than in Table I) when asked to name three wishes

CATEGORY	GRADES 1-3		GRADES 4-6		GRADES 1-6			GRADES 7-9		GRADES 9-12		GRADES 7-12		
	Ages 6-9		Ages 9-12		Ages 6-12			Ages 12-15		Ages 15-18		Ages 12-18		
	Sex..... No.....				B	G	Tot.					B	G	Tot.
		544	452		497	499	996	372	230			281	321	602
A. Material things, specific objects,														
toys, food, shelter, pets, dress,														
etc.....		82.9	51.3	72.8	64.3	68.6	25.8	26.1	31.0	21.5	25.9			
Specific objects.....		77.9	44.0	67.4	57.7	62.6	21.5	17.8	25.3	15.6	20.1			
Money.....		7.5	2.0	5.4	4.6	5.0	5.9	11.8	10.3	5.6	7.8			
Living quarters, housing.....		7.2	6.2	7.2	6.2	6.7	3.5	3.9	4.3	3.1	3.7			
B. Sports, play, festivities.....		3.3	6.4	4.4	5.0	4.7	10.8	11.7	14.9	7.8	11.1			
Games, play, sports.....		.9	3.8	2.0	2.4	2.2	8.1	8.7	11.4	5.6	8.3			
Swimming, skating.....		0	.4	.2	.2	.2	0	0	0	0	0			
Gym, physical education.....		0	.4	.2	.2	.2	1.3	0	1.1	.6	.8			
Recess, lunch period.....		0	0	0	0	0	.5	0	.4	.3	.3			
"Outdoors," camping, fishing....		.2	.7	.6	.2	.4	.8	.9	1.8	0	.8			
Bicycling, horseback riding, walk-		0	0	0	0	0	0	0	0	0	0			
ing.....		0	0	0	0	0	0	0	0	0	0			
Indoor sports: pool, bowling, etc.		0	0	0	0	0	0	0	0	0	0			
Driving car, learning to fly.....		.6	.7	1.0	.2	.6	0	1.7	.4	.9	.7			
Places for recreation.....		0	0	0	0	0	0	0	0	0	0			
Spectator sports.....		0	0	0	0	0	0	0	0	0	0			
Holidays.....		.9	1.1	.4	1.6	.1	0	0	0	0	0			
Birthday.....		0	.9	0	.8	.4	0	0	0	0	0			
Christmas.....		.4	0	.4	0	.2	0	0	0	0	0			
Easter.....		.6	.4	0	1.0	.5	0	0	0	0	0			
Thanksgiving.....		0	0	0	0	0	0	0	0	0	0			
Fourth of July.....		0	.2	.2	0	.1	0	0	0	0	0			
Sunday.....		0	0	0	0	0	0	0	0	0	0			
Other.....		0	0	0	0	0	0	0	0	0	0			
Adventures, escapades.....		0	.4	.4	0	.2	0	.4	0	.3	.2			
Miscellaneous events, seasons....		.6	1.1	.8	.8	.8	0	0	0	0	0			
C. Miscellaneous places of recreation,														
park, travel, camp, resort.....		4.2	11.3	4.4	10.4	7.4	9.7	12.2	4.3	16.2	10.6			
Parks, beaches, picnics.....		.4	.7	.6	.4	.5	0	.4	0	.3	.2			
Country, camp, farm, resort.....		1.1	3.8	1.0	3.6	2.3	.8	.4	.7	.6	.7			
Travel, distant trips.....		2.6	8.2	3.2	7.0	5.1	8.9	11.3	3.6	15.3	9.8			
Centers in city.....		.2	0	.2	0	.1	0	0	0	0	0			

TABLE IB. WISHES (Continued)

CATEGORY	GRADES 1-3		GRADES 4-6		GRADES 7-9		GRADES 10-12		GRADES 13-15		GRADES 16-18	
	Ages 6-9	Ages 9-12	Ages 12-15	Ages 15-18	Ages 18-21	Ages 21-24	Ages 24-27	Ages 27-30	Ages 30-33	Ages 33-36	Ages 36-39	Ages 39-42
Sex..... No.....	544	452	497	499	996	372	230	281	321	602		
D. Radio, movies, theater, comics...	.4	1.3	1.0	.6	.8	.8	0	1.1	0	.5		
Movies.....	.2	1.3	1.0	.4	.7	.5	0	.7	0	.3		
Radio listening.....	0	0	0	0	0	.3	0	.4	0	.2		
Theater, "plays".....	.2	0	0	.2	.1	0	0	0	0	0		
Comics.....	0	0	0	0	0	0	0	0	0	0		
E. Parties, dances, etc.....	0	0	0	.4	.2	0	0	0	0	0		
F. Sights, "go and see" activities, museums (out of school).....	.7	1.8	1.0	1.4	1.2	0	.4	0	.3	.2		
Sights, excursions.....	.4	1.1	.8	.6	.7	0	.4	0	.3	.2		
Museums, zoos, libraries (in school).....	.2	0	0	.2	.1	0	0	0	0	0		
Sights, excursions.....	.2	.7	.2	.6	.4	0	0	0	0	0		
G. Areas of study, subject matter...	3.7	10.6	4.8	8.8	6.8	8.3	3.0	8.2	4.7	6.3		
Arithmetic, mathematics.....	.9	3.5	1.6	2.6	2.1	2.4	.9	1.4	2.2	1.8		
Spelling*.....	.5	1.1	.6	1.0	.8	1.9	0	1.8	.6	1.2		
Reading, writing, language†.....	2.8	4.9	2.6	4.8	3.7	3.2	1.3	2.8	2.2	2.5		
Natural science, nature.....	0	1.1	.8	.2	.5	1.3	.9	1.8	.6	1.2		
Health.....	0	0	0	0	0	0	0	0	0	0		
Social studies.....	0	1.1	.2	.8	.5	0	0	0	0	0		
Miscellaneous general education‡	0	0	0	0	0	1.3	0	1.8	0	.8		
H. Art (activity or appreciation)...	3.1	4.2	1.8	5.4	3.6	5.1	3.0	3.6	5.0	4.3		
Graphic and plastic.....	1.3	.7	.2	1.8	1.0	.8	0	.4	.6	.5		
Music.....	2.0	4.2	1.6	4.4	3.0	4.0	3.0	3.2	4.0	3.7		
Dramatics.....	.2	.4	.2	.4	.3	.3	0	0	.3	.2		
Puppetry.....	0	0	0	0	0	0	0	0	0	0		
Learning to dance.....	0	0	0	0	0	0	0	0	0	0		
J. Crafts, mechanical arts.....	.4	.4	.6	.2	.4	1.3	2.2	3.6	0	1.7		
K. Sewing, cooking, other domestic arts, home economics.....	.2	0	0	.2	.1	.3	0	.4	0	.2		
Ka. Miscellaneous hobbies.....	0	.2	.2	0	.1	0	.4	0	.3	.2		

TABLE IB. WISHES (Continued)

CATEGORY	GRADES 1-3	GRADES 4-6	GRADES 7-9			GRADES 10-12	GRADES 13-15	GRADES 16-18	GRADES 19-21		
	AGES 6-9	AGES 10-12	AGES 13-15	AGES 16-18	Tot.	AGES 19-21	AGES 22-25	AGES 26-29	B	G	Tot.
Sex.....			B	G	Tot.				B	G	Tot.
No.....	544	452	497	499	996	372	230		281	321	602
M. Self-improvement, -understand- ing, including vocational place- ment or competence.....	9.2	38.5	19.1	25.9	22.5	55.1	62.6	54.4	61.1	58.0	
Intellectual improvement.....	3.5	20.8	9.5	13.2	11.3	18.0	13.0	15.7	16.5	16.1	
Educational opportunity.....	0	2.4	.8	1.4	1.1	15.3	17.8	14.6	17.8	16.3	
Knowledge of human nature.....	0	0	0	0	0	0	.4	.4	0	.2	
Social graces, manners.....	0	.7	.2	.4	.3	1.3	1.3	.4	2.2	1.3	
Personality qualities.....	0	0	0	0	0	3.0	.9	1.1	3.1	2.2	
Moral qualities, virtues.....	1.1	3.5	1.0	3.4	2.2	4.0	2.2	2.8	3.7	3.3	
Religious qualities, experiences...	.4	1.1	.6	.8	.7	.5	.9	0	1.2	.7	
Physical appearance.....	.4	.2	0	.6	.3	3.0	1.7	1.8	3.1	2.5	
Independence, success§.....	1.5	2.0	1.6	1.8	1.7	4.8	11.3	9.3	5.6	7.3	
Vocations, work 	2.8	13.3	7.2	7.8	7.5	27.2	35.6	32.0	29.0	30.4	
Commercial preparation.....	.4	0	.2	.2	.2	.8	1.3	0	1.9	1.0	
N. Miscellaneous special successes...	.6	.2	.2	.6	.4	3.5	4.3	4.3	3.4	3.8	
P. Supernatural powers.....	1.7	.4	1.2	1.0	1.1	.3	.4	.4	.3	.3	
Q. Discussion, clubs, student council	0	.9	.2	.6	.4	0	0	0	0	0	
R. Chores, duties, everyday routines, monitor duties.....	.6	0	0	.6	.3	.3	.4	0	.6	.3	
Home chores and duties.....	.2	0	0	.2	.1	.3	.4	0	.6	.3	
Monitor duties.....	0	0	0	0	0	0	0	0	0	0	
Personal grooming, routines.....	0	0	0	0	0	0	0	0	0	0	
S. Miscellaneous school demands, privileges, comforts, discomforts	.6	3.5	1.8	2.0	1.9	11.6	7.4	11.4	8.7	10.0	
Rules, restraints¶.....	0	.7	0	.6	.3	0	0	0	0	0	
School tasks—tests, homework, reciting.....	0	0	0	0	0	0	0	0	0	0	
Management of school.....	0	0	0	0	0	1.3	0	1.1	.6	.8	
Miscellaneous conveniences and inconveniences.....	0	.2	0	.2	.1	0	1.3	.7	.3	.5	
School sentiments and wishes**.	.4	1.8	1.4	.6	1.0	9.4	5.2	9.6	6.2	7.8	
T. Home discipline, rules, restrictions	0	0	0	0	0	0	0	0	0	0	
U. Assembly.....	0	0	0	0	0	.3	0	0	.3	.2	

TABLE IB. WISHES (Continued)

CATEGORY	GRADES 1-3		GRADES 4-6		GRADES 7-9		GRADES 10-12		GRADES 13-15		GRADES 16-18	
	Ages 6-9	Ages 9-12	Ages 12-15		Ages 12-15	Ages 15-18	Ages 12-18		Ages 12-18			
	Sex..... No.....		B	G	Tot.			B	G	Tot.		
	544	452	497	499	996	372	230	281	321	602		
W. People.....	15.6	18.8	13.7	20.4	17.1	18.8	38.7	19.2	32.7	26.4		
Relations with fellow students...	0	.9	.2	.6	.4	.5	.8	.7	.6	.7		
Relations with teachers††.....	.4	.9	.6	.6	.6	.5	3.5	1.4	1.6	1.7		
Characteristics of people.....	.2	.2	.2	.2	.2	0	0	0	0	0		
Companionship with relatives...	11.8	8.2	8.0	12.2	10.1	3.5	6.5	2.1	6.9	4.7		
Father.....	.2	1.5	.8	.8	.8	1.1	0	1.1	.3	.7		
Mother.....	.7	.4	.2	1.0	.6	.3	0	.4	0	.2		
Other relatives.....	8.7	4.4	4.2	9.2	6.7	1.3	0	.4	1.2	.8		
(war) Return of parent from war or war activity.....	.4	.7	.4	.6	.5	.5	0	0	.6	.3		
(war) Return of relative from war.....	2.6	3.5	3.0	3.0	3.0	2.2	3.5	1.1	4.0	2.7		
Sentiments about home.....	0	0	0	0	0	.3	2.2	1.1	.9	1.0		
Companionship with others.....	.9	4.2	2.4	4.4	2.4	5.6	6.5	2.8	8.7	6.0		
Return of friends from war or war activity.....	0	0	0	0	0	0	0	0	0	0		
Concern for health of friends..	0	.9	.6	.2	.4	0	0	0	0	0		
Boy-girl relations.....	1.8	1.8	2.0	1.6	1.8	7.0	20.4	7.5	16.2	12.1		
Specific or general benefits for family, relatives.....	1.1	1.1	.4	1.8	1.1	.3	1.3	.7	.6	.7		
Parents' longevity; preservation of family.....	.9	1.8	.6	2.0	1.3	.3	1.7	.7	.9	.8		
Parents' and family's health....	1.1	3.3	1.6	2.6	2.1	1.1	2.2	1.4	1.6	1.5		
Y. Residing in particular community, city, etc.††.....	2.2	2.7	1.8	3.0	2.4	5.6	.9	2.1	5.3	3.8		
City.....	.7	.7	.6	.8	.7	1.9	0	.7	1.6	1.2		
Country§§.....	.6	.8	.2	1.2	.7	1.9	0	1.4	.9	1.2		
Miscellaneous 	.9	1.1	1.0	1.0	1.0	1.9	.9	0	2.8	1.5		
AA. Relief from miscellaneous annoy- ances.....	.6	0	.4	.2	.3	2.2	0	0	2.5	1.3		
BB. Benefits for self (general or spe- cific).....	1.1	2.9	1.4	2.4	1.9	7.8	8.7	6.4	9.7	8.1		
Benefits other than health.....	.2	1.8	1.2	.6	.9	5.1	4.8	4.3	5.6	5.0		
Health.....	.9	1.1	.2	1.8	1.0	2.9	3.9	2.1	4.0	3.2		
CC. Benefits for others; mankind (gen- eral).....	3.1	6.6	4.8	4.6	4.7	4.0	1.7	2.5	3.7	3.2		
Miscellaneous benefits.....	0	2.2	1.4	.6	1.0	0	.9	0	.6	.3		
Benefits relating to peace, no more wars.....	3.1	4.4	3.4	4.0	3.7	4.0	.9	2.5	3.1	2.8		

TABLE IB. WISHES (Continued)

CATEGORY	GRADES 1-3	GRADES 4-6	GRADES 1-6			GRADES 7-9	GRADES 9-12	GRADES 7-12		
	Ages 6-9	Ages 9-12	Ages 6-12			Ages 12-15	Ages 15-18	Ages 12-18		
	Sex..... No.....		B	G	Tot.			B	G	Tot.
DD. Miscellaneous responses.....	544	452	497	499	996	372	230	281	321	602
	.9	.4	.4	1.0	.7	0	0	0	0	0
EE. Unintelligible, no answer.....	1.5	8.8	4.6	5.0	4.8	19.1	15.7	22.1	14.0	17.8
FF. Boredom, having nothing to do, loafing.....	0	0	0	0	0	.3	0	0	.3	.2

* Represents a total of 15 wishes, of which 3 were negative (e.g., a wish to be relieved of spelling). The rest were positive.

† Represents a total of 52 wishes, of which 1 was negative (e.g., a wish to be relieved of reading, writing, language). The rest were positive.

‡ Represents a total of 5 wishes, all of which were negative (e.g., a wish to be relieved of general education).

§ Represents a total of 61 wishes, of which 1 was negative (e.g., a wish never to grow up). The rest were positive.

|| Represents a total of 258 wishes, of which 3 were negative (e.g., a wish not to go in the army). The rest were positive.

¶ Represents a total of 3 wishes, of which 1 was negative (e.g., a wish not to have to sit in the principal's office). The rest were positive.

** Represents a total of 71 wishes, of which 57 were negative (e.g., a wish not to go to school). The rest were positive.

†† Represents a total of 16 wishes, of which 1 was negative (e.g., a wish not to have present teacher). The rest were positive.

‡‡ Represents a total of 47 wishes, of which 1 was negative (e.g., a wish not to live here). The rest were positive.

§§ Represents a total of 14 wishes, of which 2 were negative (e.g., a wish not to live in the country). The rest were positive.

||| Represents a total of 19 wishes, of which 1 was negative. The rest were positive.

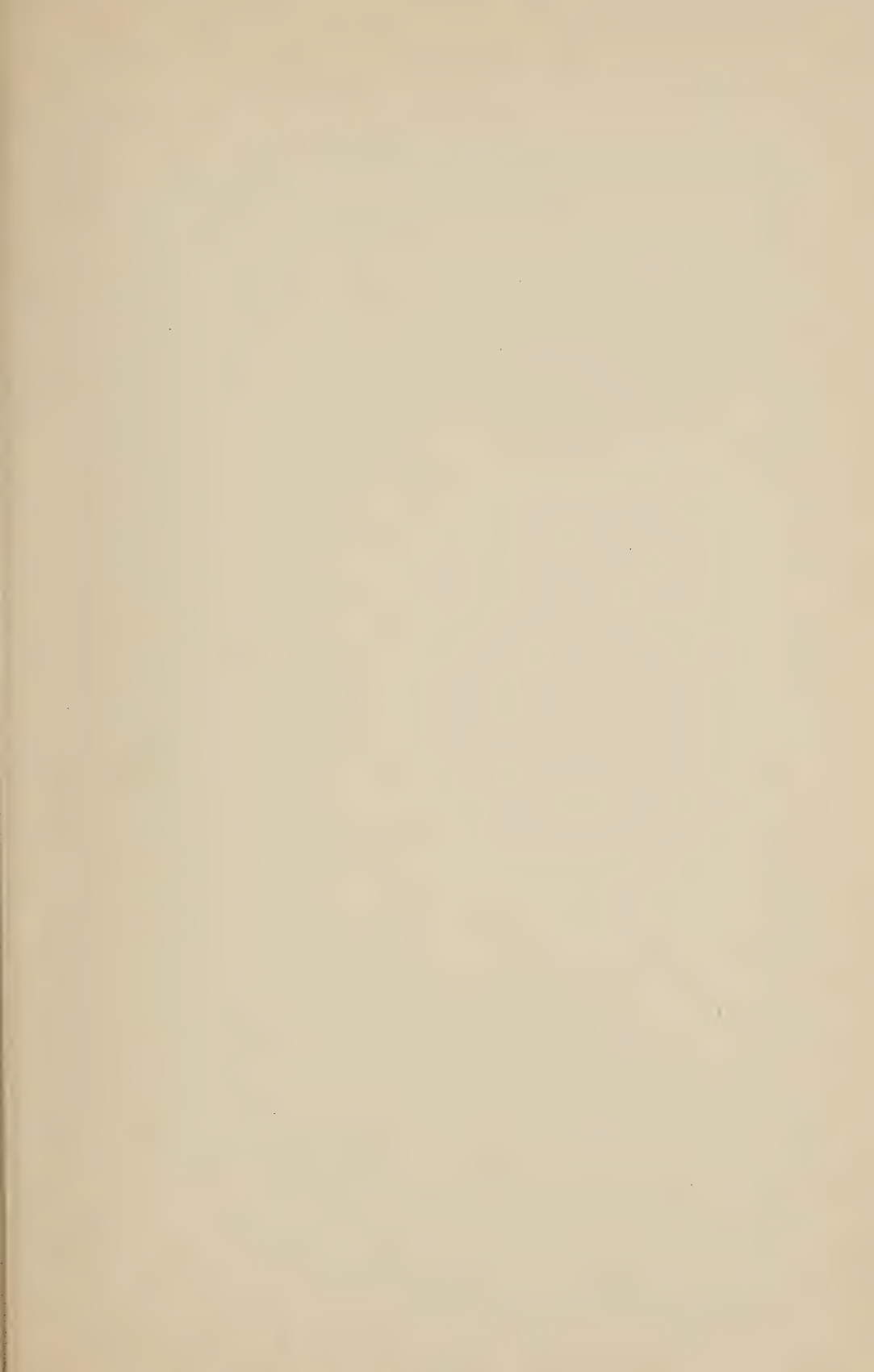


TABLE II. SPECIAL SUMMARY OF WISHES

The values represent percentages of children giving one or more responses in the various categories, as follows: for each age-grade grouping, cols. 1-3, school populations A, B, and C, boys and girls combined; col. 4,

CATEGORY	School...	GRADES 1-3						GRADES 4-6					
		Ages 6-9						Ages 9-12					
		A	B	C	Av. of All			A	B	C	Av. of All		
		BG	BG	BG	B	G	Tot.	BG	BG	BG	B	G	Tot.
No.....		176	368	150	363	331	694	143	309	200	309	343	652
A. Material things, specific objects, toys, food, shelter, pets, dress, etc.....		0	.3	0	.2	0	.1	0	.6	0	.2	.2	.2
B. Sports, games, gym, physical education.....		0	0	0	0	0	0	.7	2.3	.5	1.6	.8	1.2
Games, sports, gym, physical education.....		0	0	0	0	0	0	.7	2.3	.5	1.5	.8	1.2
Recess, free time.....		0	0	0	0	0	0	0	0	0	0	0	0
E. Parties, dances, etc.....		0	0	0	0	0	0	0	.6	0	0	.4	.2
F. School excursions.....		.6	0	0	0	.4	.2	2.1	0	0	.5	.8	.6
G. Areas of study, subject matter...		3.4	1.4	0	1.1	2.1	1.6	11.2	9.7	2.0	6.2	8.1	7.2
Numbers, arithmetic, mathematics		.6	1.1	0	.7	.4	.6	4.8	2.9	1.0	2.1	3.6	2.8
Spelling (total positive and negative).....		1.1	.3	0	0	.9	.5	2.1	.6	.5	1.0	1.2	1.1
English usage, writing, reading, library.....		2.3	.5	0	.9	.9	.9	4.8	4.2	.5	2.7	3.7	3.2
Nature study, natural science....		0	0	0	0	0	0	1.4	.6	.5	1.3	.4	.8
Local and world affairs, social studies.....		0	0	0	0	0	0	0	1.6	0	.2	.8	.5
Miscellaneous (negative).....		0	0	0	0	0	0	0	0	0	0	0	0
H. Art (activity or appreciation)....		0	0	0	0	0	0	0	1.6	.5	.8	.6	.7
Graphic: coloring, drawing, painting.....		0	0	0	0	0	0	0	.6	.5	.3	.4	.3
Music, including orchestra, singing		0	0	0	0	0	0	0	.6	0	.5	0	.2
Dramatics.....		0	0	0	0	0	0	0	.6	0	0	.4	.2
J. Crafts, mechanical arts.....		0	0	0	0	0	0	0	.6	.5	.6	.2	.4
K. Cooking, sewing, other domestic arts, home economics.....		.6	0	0	0	.4	.2	0	0	0	0	0	0

PERTAINING TO SCHOOL ONLY*

average per cent of boys in the total population; col. 5, average per cent of girls in the total population; col. 6, average per cent of boys and girls combined in the total population (average of cols. 4 and 5).

GRADES 7-9							GRADES 10-12						
Ages 12-15							Ages 15-18						
A	B	C	Av. of All				A	B	C	Av. of All			
BG	BG	BG	B	G	Tot.		BG	BG	BG	B	G	Tot.	
98	274	200	282	290	572		94	136	100	159	171	330	
1.0	0	.5	1.0	0	.5		1.1	1.5	0	.5	1.0	.8	A.
4.1	6.9	1.5	4.2	4.0	4.1		2.1	2.9	1.0	4.0	.4	2.2	B.
3.1	6.6	1.5	4.0	3.3	3.8		2.1	2.9	1.0	4.0	.4	2.2	
1.0	.4	0	.3	.7	.5		0	0	0	0	0	0	
0	0	0	0	0	0		0	0	0	0	0	0	E.
0	0	0	0	0	0		0	0	0	0	0	0	F.
10.2	5.8	2.5	9.7	2.4	6.0		1.1	2.9	4.0	2.2	2.8	2.5	G.
1.0	2.9	1.5	2.1	1.5	1.8		0	1.5	2.0	1.1	.9	1.0	
4.0	1.1	1.0	2.7	1.4	2.0		0	0	0	0	0	0	
2.0	2.2	0	1.9	.9	1.4		1.1	1.5	1.0	.5	1.9	1.2	
0	1.5	0	.8	.2	.5		0	0	2.0	1.1	0	.6	
0	.4	0	.3	0	.2		0	0	0	0	0	0	
5.1	0	2.0	3.3	1.3	2.3		0	0	0	0	0	0	
1.0	2.9	.5	.8	2.2	1.5		0	.7	2.0	0	2.1	1.0	H.
0	.7	0	0	.5	.2		0	0	0	0	0	0	
1.0	2.2	.5	.8	1.7	1.8		0	.7	1.0	0	1.3	.6	
0	0	0	0	0	0		0	0	1.0	0	.8	.4	
1.0	0	0	.6	0	.3		0	0	1.0	.6	0	.3	J.
1.0	0	0	.6	0	.3		0	0	0	0	0	0	K.

TABLE II. SPECIAL SUMMARY OF WISHES

CATEGORY	School...	GRADES 1-3						GRADES 4-6					
		Ages 6-9						Ages 9-12					
		A	B	C	Av. of All			A	B	C	Av. of All		
		BG	BG	BG	B	G	Tot.	BG	BG	BG	B	G	Tot.
	No.....	176	368	150	363	331	694	43	309	200	309	343	652
M. Self-improvement,-understanding, including vocational placement or competence.....		2.8	4.9	1.3	2.5	3.7	3.1	15.4	27.5	8.5	15.7	18.2	17.0
Intellectual improvement.....		1.1	4.3	1.3	1.8	2.9	2.4	10.5	25.2	5.5	11.8	15.3	13.6
Educational opportunity.....		0	0	0	0	0	0	4.9	1.3	3.0	3.2	2.9	3.0
Independence.....		1.1	.3	0	.4	.6	.5	.7	0	0	.5	1.3	.9
Commercial subjects.....		.6	.3	0	.4	.2	.3	0	0	0	0	0	0
Miscellaneous.....		0	0	0	0	0	0	0	1.0	0	.2	.4	.3
Q. Discussion, clubs, student council		0	0	0	0	0	0	0	1.0	0	.2	.4	.3
S. Miscellaneous school demands, privileges, comforts, discomforts (positive).....		.6	.5	1.3	.8	.8	.8	4.2	3.2	5.5	4.5	4.2	4.4
(negative).....		.6	.3	.6	.6	.4	.5	2.1	2.3	1.0	1.1	2.5	1.8
Homework.....		0	0	0	0	0	0	0	0	0	0	0	0
Rules, facilities, going to school (positive).....		.6	.3	.7	.6	.4	.5	2.1	2.3	1.0	1.1	2.5	1.8
(negative).....		0	.5	.7	.3	.4	.4	2.1	1.9	4.5	3.1	2.0	2.5
U. Assembly.....		0	0	0	0	0	0	0	0	0	0	0	0
W. People.....		1.7	0	.7	1.6	0	.8	1.4	1.9	1.0	.8	2.0	1.4
(positive).....		1.7	0	.7	1.6	0	.8	1.4	1.9	1.0	.8	2.0	1.4
(negative).....		0	0	0	0	0	0	0	0	0	0	0	0
Pupils.....		.6	0	.7	.8	0	.4	1.4	.6	0	.2	1.4	.8
Teachers (positive).....		1.1	0	0	.8	0	.4	0	1.3	1.0	.6	.9	.8
(negative).....		0	0	0	0	0	0	0	0	0	0	0	0

* This table represents wishes in which there was a specific or implied reference to school. In Table I the values shown for the corresponding categories include wishes relating to school as well as wishes

PERTAINING TO SCHOOL ONLY* (Continued)

GRADES 7-9							GRADES 10-12						
<i>Ages 12-15</i>							<i>Age 15-18</i>						
A	B	C	Av. of All				A	B	C	Av. of All			
BG	BG	BG	B	G	Tot.		BG	BG	BG	B	G	Tot.	
98	274	200	282	290	572		94	136	100	159	171	330	
28.6	31.8	34.0	25.0	36.9	31.0		29.8	30.9	40.0	34.1	32.9	33.5	M.
15.3	17.2	15.5	10.9	21.3	16.1		12.8	9.6	13.0	13.2	10.6	11.9	
15.3	15.3	21.0	15.5	19.1	17.3		12.8	21.3	29.0	22.6	19.6	21.1	
0	0	0	0	0	0		2.1	0	0	0	1.2	.6	
1.0	.7	0	0	1.2	.6		2.1	.7	0	0	1.6	.6	
0	.4	0	0	0	0		0	0	0	0	0	0	
0	0	0	0	0	0		0	0	0	0	0	0	Q.
12.2	11.3	16.0	16.7	9.5	13.1		6.4	8.1	8.0	6.2	9.2	7.7	S.
1.0	2.5	.5	1.1	1.5	1.3		0	3.7	3.0	1.1	3.8	2.4	
11.2	8.8	15.5	15.6	8.0	11.8		6.4	4.4	5.0	5.1	5.4	5.2	
0	0	2.0	.7	.7	.7		0	0	0	0	0	0	
1.0	2.5	.5	1.1	1.5	1.3		0	3.7	3.0	1.1	3.8	2.4	
11.2	8.8	15.0	15.5	8.0	11.8		6.4	4.4	5.0	5.1	5.5	5.3	
1.0	0	0	.7	0	.4		0	0	0	0	0	0	U.
2.0	.7	2.5	1.3	2.2	1.8		3.2	5.1	1.0	4.0	2.8	3.4	W.
2.0	.7	.5	1.0	1.2	1.1		2.1	5.1	1.0	3.1	2.8	3.0	
0	0	2.0	.3	1.0	.6		1.1	0	0	.9	0	.5	
0	.7	0	0	.5	.2		0	1.5	1.0	1.1	.8	2.0	
2.0	0	.5	1.0	.7	.8		2.1	3.7	1.0	2.0	2.8	2.4	
0	0	2.0	.3	1.0	.6		1.1	0	0	.9	0	.4	

that have no implied reference to school. For an explanation of the omission of certain categories, see the introductory statement.

TABLE III. ONE OF THE HAPPIEST DAYS IN MY LIFE

The values represent percentages of children giving one or more responses in the various categories, as follows: for each age-grade grouping, cols. 1-3, school populations A, B, and C, boys and girls combined; col. 4,

CATEGORY	School...	GRADES 1-3						GRADES 4-6					
		Ages 6-9						Ages 9-12					
		A	B	C	Av. of All			A	B	C	Av. of All		
		BG	BG	BG	B	G	Tot.	BG	BG	BG	B	G	Tot.
No.....		176	368	150	363	331	694	143	309	200	309	343	652
A. Material things, specific objects, toys, food, shelter, pets, dress, etc.....		10.8	9.0	5.3	8.7	8.1	8.4	9.8	8.7	7.5	10.4	7.2	8.8
Toys, specific objects, etc.....		10.2	9.0	5.3	8.3	8.1	8.2	9.1	8.4	7.0	9.3	7.2	8.2
Money.....		0	0	0	0	0	0	.7	.3	.5	1.1	0	.6
Living quarters and related com- forts.....		.6	0	0	.4	0	.2	0	0	0	0	0	0
B. Sports, play, festivities.....		39.8	43.5	63.3	49.3	47.9	48.8	39.2	40.8	49.0	41.5	44.4	43.0
Everyday games, athletic activi- ties.....		2.8	4.6	.7	2.9	2.5	2.7	.7	1.3	1.0	1.1	.8	1.0
Swimming, skating, skiing, sleighbing.....		1.1	.5	0	.2	.9	.6	2.8	1.3	.5	1.8	1.4	1.6
Outdoor life, hiking, hunting, trapping, scouting.....		2.8	3.0	.7	4.0	.2	2.1	4.9	1.3	1.0	3.7	.9	2.3
Bicycling, horseback riding.....		1.1	.8	.7	1.3	.4	.8	0	.6	3.5	.3	2.4	1.4
Bowling.....		0	0	0	0	0	0	0	0	.5	.3	0	.2
Driving car, motorcycle, plane..		0	0	2.0	.4	.9	.6	0	.6	0	.5	0	.2
Spectator at baseball, etc.....		0	0	0	0	0	0	0	1.0	1.0	.7	.2	.4
Holidays, festive occasions.....		29.8	33.2	58.0	39.1	41.5	40.3	31.5	35.9	40.0	32.4	38.9	35.6
Birthday.....		4.5	5.4	8.0	6.6	5.4	7.0	11.2	9.1	12.0	9.1	12.2	10.6
Christmas.....		22.2	18.8	32.0	24.1	24.6	24.4	17.5	22.0	22.5	19.6	21.5	20.6
Other.....		2.8	9.5	17.3	8.2	9.6	8.9	8.4	10.3	6.0	7.6	9.2	8.4
Miscellaneous activities.....		0	0	1.4	1.2	2.4	1.8	0	0	2.5	1.5	1.1	1.4
C. Miscellaneous places of recrea- tion, parks; travel, camp, re- sort.....		11.9	10.1	6.0	9.6	9.0	9.3	10.5	12.6	9.5	10.1	11.4	10.8
D. Radio, movies, theater, comics..		1.7	1.1	.7	1.4	.8	1.1	.7	0	.5	.9	0	.4
Movies.....		1.7	1.1	.7	1.4	.8	1.1	.7	0	.5	.9	0	.4
Other.....		0	0	0	0	0	0	0	0	0	0	0	0
E. Social activities; organizations, parties, Scouts, DeMolay, dances.....		6.3	3.5	2.7	1.6	6.8	4.2	2.1	3.2	1.5	2.4	2.3	2.4

(INCLUDING LIFE IN AND OUT OF SCHOOL)

average per cent of boys in the total population; col. 5, average per cent of girls in the total population; col. 6, average per cent of boys and girls combined in the total population (average of cols. 4 and 5).*

GRADES 7-9							GRADES 10-12						
Ages 12-15							Ages 15-18						
A	B	C	Av. of All				A	B	C	Av. of All			
BG	BG	BG	B	G	Tot.		BG	BG	BG	B	G	Tot.	
98	274	200	282	290	572		94	136	100	159	171	330	
9.2	2.9	10.5	10.1	4.5	7.3		2.1	5.1	6.0	5.6	3.1	4.4	A.
8.2	2.6	9.0	9.1	3.9	6.5		2.1	5.1	6.0	5.6	3.1	4.4	
1.0	0	1.0	1.0	.3	.6		0	0	0	0	0	0	
0	.4	.5	.3	.2	.2		0	0	0	0	0	0	
11.2	17.9	20.5	18.7	15.9	17.3		12.8	12.5	18.0	13.6	13.8	13.7	B.
1.0	2.2	1.5	2.9	.2	1.6		1.1	7.1	5.0	5.5	3.3	4.4	
0	.7	1.5	1.2	.3	.8		0	0	0	0	0	0	
0	4.7	2.5	3.5	1.4	2.4		1.1	1.5	2.0	2.0	.6	1.3	
0	0	1.0	0	.7	.4		0	0	0	0	0	0	
0	0	.5	0	.3	.2		0	0	1.0	0	.8	.4	
1.0	.4	1.5	1.7	.2	1.0		3.2	2.2	3.0	4.2	1.2	2.7	
0	1.1	2.0	1.1	.9	1.0		1.1	0	3.0	1.6	1.4	1.5	
7.1	8.8	8.5	6.3	10.1	8.2		6.4	.7	4.5	.6	6.5	3.6	
4.1	2.6	4.0	1.1	6.1	3.6		1.1	.7	3.0	.6	2.7	1.6	
2.0	5.5	2.5	3.5	2.5	3.0		1.1	0	1.0	0	1.4	.7	
1.0	.7	2.5	1.3	3.6	2.4		8.3	0	1.0	0	3.8	1.9	
0	0	1.5	.7	1.7	1.2		0	0	0	0	1.6	.3	
9.2	10.2	16.0	9.7	13.9	11.8		3.2	4.4	9.0	30.2	6.9	18.6	C.
1.0	0	0	0	.7	.4		0	1.5	0	.5	.4	.4	D.
1.0	0	0	0	.7	.4		0	1.5	0	.5	.4	.4	
0	0	0	0	0	0		0	0	0	0	0	0	
0	3.6	1.5	.5	2.9	1.7		1.1	4.4	1.0	1.1	3.2	2.2	E.

(INCLUDING LIFE IN AND OUT OF SCHOOL) (Continued)

GRADES 7-9							GRADES 10-12						
<i>Ages 12-15</i>							<i>Ages 15-18</i>						
A	B	C	Av. of All				A	B	C	Av. of All			
BG	BG	BG	B	G	Tot.		BG	BG	BG	B	G	Tot.	
98	274	200	282	290	572		94	136	100	159	171	330	
1.0	.4	4.0	1.3	2.0	1.6		2.1	0	4.0	.6	3.7	2.2	F.
1.0	0	2.0	.3	1.7	1.0		2.1	0	4.0	.6	3.7	2.2	
0	0	1.0	.3	.3	.3		0	0	0	0	0	0	
0	.4	1.0	.7	.2	.4		0	0	0	0	0	0	
0	0	.5	.3	0	.2		0	0	1.0	.6	0	.3	G
0	0	0	0	0	0		0	0	0	0	0	0	
0	0	0	0	0	0		0	0	0	0	0	0	
0	0	0	0	0	0		0	0	1.0	.6	0	.3	
0	0	.5	.3	0	.2		0	0	0	0	0	0	
2.0	.4	0	.7	.9	.8		2.1	1.5	2.0	1.4	2.3	1.8	H.
0	0	0	0	0	0		0	0	0	0	0	0	
2.0	.4	0	.7	1.0	.8		2.1	1.5	2.0	1.4	2.3	1.8	
0	0	.5	0	0	0		0	0	0	0	0	0	
1.0	0	0	1.0	0	.5		0	0	2.0	1.1	0	.6	J.
0	0	0	0	0	0		0	0	0	0	0	0	Ka.
7.1	2.6	0	4.8	4.1	4.4		12.8	12.5	22.0	13.6	15.9	14.8	M.
1.0	.7	1.5	1.3	.9	1.1		2.1	8.1	7.0	4.4	7.2	5.8	
1.0	0	0	.7	0	.4		0	0	2.0	.6	.8	.7	
2.0	1.1	0	.8	1.4	1.1		5.3	2.2	0	4.0	1.5	2.8	
0	0	.5	0	.3	.2		1.1	.7	0	0	1.0	.5	
1.0	0	1.0	1.3	0	.6		1.1	0	9.0	4.2	2.5	3.4	
2.0	.7	.5	.8	1.4	1.1		3.2	1.5	4.0	3.7	2.9	3.3	
0	0	.5	0	.3	.2		0	0	0	0	0	0	R.
0	0	0	0	0	0		0	0	0	0	0	0	
0	0	.5	0	.3	.2		0	0	0	0	0	0	

TABLE III. ONE OF THE HAPPIEST DAYS IN MY LIFE

CATEGORY	School...	GRADES 1-3						GRADES 4-6					
		Ages 6-9						Ages 9-12					
		A	B	C	Av. of All			A	B	C	Av. of All		
		BG	BG	BG	B	G	Tot.	BG	BG	BG	B	G	Tot.
	No.....	176	368	150	363	331	694	143	309	200	309	343	652
S. Miscellaneous school demands, privileges, comforts, discomforts.....		1.7	7.6	1.3	3.6	3.4	3.5	2.8	4.9	7.0	5.4	4.3	4.8
(positive).....		1.7	6.8	1.3	3.3	3.2	3.2	2.1	2.0	1.5	1.2	2.4	1.8
(negative).....		0	.8	0	.3	.2	.2	.7	2.9	5.5	4.2	1.9	3.0
Homework (negative).....		0	0	0	0	0	0	0	0	0	0	0	0
School facilities, going to school (positive).....		1.7	7.6	1.3	3.6	3.4	3.5	2.8	4.9	7.0	5.5	4.3	4.9
(negative).....		1.7	6.8	1.3	3.3	3.2	3.2	2.1	2.0	1.5	1.2	2.4	1.8
		0	.8	0	.3	.2	.2	.7	2.9	5.5	4.2	1.9	3.0
W. People.....		17.6	10.3	7.3	7.7	15.9	11.8	10.5	18.4	7.5	8.0	15.8	11.9
(positive).....		17.6	10.3	7.3	7.7	15.9	11.8	10.5	18.4	7.5	8.0	15.8	11.9
(negative).....		0	0	0	0	0	0	0	0	0	0	0	0
Teachers (positive).....		0	0	0	0	0	0	0	.3	0	0	.2	.1
(negative).....		0	0	0	0	0	0	0	0	0	0	0	0
Friends, characteristics of, companionship with.....		3.4	1.6	0	.5	2.8	1.6	1.4	2.6	1.0	.7	2.5	1.6
Relatives, characteristics of, companionship with, benefits for.....		14.8	8.7	7.3	7.2	12.7	10.0	9.1	15.9	6.5	7.6	4.7	6.2
Y. Residing in particular community, city, etc.....		.6	1.6	1.3	1.3	1.0	1.2	4.2	1.6	0	.8	2.9	1.8
BB. Benefits for self (general or specific).....		0	0	0	0	0	0	.7	.6	1.0	.5	1.1	.8
CC. Benefits for others; mankind (general or specific).....		0	1.4	.7	.6	.8	.7	2.8	4.2	2.0	3.2	2.8	3.0
DD. Miscellaneous.....		0	2.5	1.3	1.6	1.0	1.3	4.9	2.3	4.0	4.6	3.0	3.8
EE. Unintelligible, no answer.....		7.4	7.3	5.3	9.8	3.6	6.7	4.2	5.8	6.0	5.5	5.2	5.4

* The values represent *per cent of children*, not per cent of items reported. A tally of one and one only was given for one wish or for several wishes within a given category. This holds for the more inclusive categories as well as for the subcategories. As a result, the cumulative percentages represented

(INCLUDING LIFE IN AND OUT OF SCHOOL) (Continued)

GRADES 7-9							GRADES 10-12						
<i>Ages 12-15</i>							<i>Ages 15-18</i>						
A	B	C	Av. of All				A	B	C	Av. of All			
BG	BG	BG	B	G	Tot.		BG	BG	BG	B	G	Tot.	
98	274	200	282	290	572		94	136	100	159	171	330	
13.3	18.2	6.0	14.0	11.1	12.6		6.4	10.3	2.0	7.0	5.4	6.2	S.
4.1	3.3	1.0	1.4	4.2	2.8		0	3.7	0	1.1	1.3	1.2	
9.2	15.0	5.0	12.6	6.8	9.7		6.4	6.6	2.0	5.9	4.0	5.0	
0	0	0	0	0	0		0	.7	0	.5	0	.2	
13.3	18.3	6.0	14.0	11.1	12.6		6.4	9.6	2.0	6.5	5.4	6.0	
4.1	3.3	1.0	1.4	4.2	2.8		0	3.7	0	1.1	1.3	1.2	
9.2	15.0	5.0	12.6	6.8	9.7		6.4	5.9	2.0	5.4	4.0	4.7	
18.4	17.2	13.5	10.5	22.0	16.2		21.3	8.1	15.0	8.7	19.9	14.3	W.
18.4	17.2	13.5	10.5	22.0	16.2		21.3	8.1	14.0	8.2	19.9	14.0	
0	0	0	0	0	0		0	0	1.0	.6	0	.3	
0	0	0	0	0	0		0	0	0	0	0	0	
0	0	0	0	0	0		0	0	1.0	.6		.3	
3.1	5.8	2.0	1.4	5.8	3.6		4.3	2.9	1.0	3.4	2.8	3.1	
17.3	11.3	12.0	10.0	17.2	13.6		18.1	5.1	14.0	8.1	18.9	13.4	
7.1	.7	1.0	.9	2.9	1.9		8.5	0	2.0	1.4	5.0	3.2	Y.
0	1.1	1.5	.8	.9	.8		2.1	1.5	0	2.9	.8	1.8	BB.
0	4.7	2.5	2.2	2.6	2.4		5.3	10.3	11.0	7.9	9.7	8.8	CC.
8.2	4.7	7.5	8.9	4.4	6.6		1.1	12.5	4.0	6.0	6.2	6.1	DD.
15.3	18.6	13.5	15.9	15.9	15.9		12.8	47.1	5.0	37.6	17.6	27.6	EE.

by the subcategories may exceed the values shown for a major category. For an explanation of the omission of certain categories, see the introductory statement.

TABLE IV. ONE OF THE HAPPIEST DAYS IN

The values represent percentages of children giving one or more responses in the various categories, as follows: for each age-grade grouping, cols. 1-3, school populations A, B, and C, boys and girls combined; col. 4,

CATEGORY	School...	GRADES 1-3						GRADES 4-6					
		Ages 6-9						Ages 9-12					
		A	B	C	Av. of All			A	B	C	Av. of All		
	Sex.....	BG	BG	BG	B	G	Tot.	BG	BG	BG	B	G	Tot.
	No.....	176	368	150	363	331	694	143	309	200	309	343	652
B. Sports, games, gym, physical education.....		1.7	.5	0	.9	.6	.8	0	0	0	0	0	0
Games, sports, gym, physical education.....		1.7	.5	0	.9	.6	.8	0	0	0	0	0	0
Swimming, skating, skiing, sleighing.....		0	0	0	0	0	0	0	0	0	0	0	0
Spectator at baseball, etc.....		0	0	0	0	0	0	0	0	0	0	0	0
E. Parties, dances, etc.....		1.7	.5	0	.5	.7	.6	1.4	0	0	1.1	0	.6
F. School excursions.....		0	0	0	0	0	0	0	0	0	0	0	0
G. Areas of study, subject matter...		.6	.8	0	.3	.6	.5	0	.3	0	0	.2	.1
Numbers, arithmetic, mathematics		0	.3	0	.2	0	.1	0	.3	0	0	.2	.1
English usage, writing, reading, library.....		.6	.5	0	.2	.6	.4	0	0	0	0	0	0
Miscellaneous academic.....		0	0	0	0	0	0	0	0	0	0	0	0
H. Art (activity or appreciation)...		0	0	0	0	0	0	0	.6	0	0	.4	.2
Music, including orchestra, singing		0	0	0	0	0	0	0	0	0	0	0	0
Dramatics.....		0	0	0	0	0	0	0	.6	0	0	.4	.2
M. Self-improvement, -understanding, including vocational placement or competence.....		0	.3	0	.2	0	.1	.7	1.3	.5	1.3	.4	.9
Intellectual improvement.....		0	.3	0	.2	0	.1	.7	1.3	.5	1.3	.4	.9
Educational opportunity.....		0	0	0	0	0	0	0	0	0	0	0	0
Q. Discussion, clubs, student council		0	0	0	0	0	0	0	.3	0	.5	0	.3
S. Miscellaneous school demands, privileges, comforts, discomforts (positive).....		1.7	7.6	1.3	3.6	3.2	3.4	2.8	4.9	7.0	5.4	4.3	4.9
(negative).....		1.7	6.8	1.3	3.3	3.2	3.3	2.1	2.0	1.5	1.2	2.4	1.8
Homework (negative).....		0	.8	0	.3	.2	.3	.7	2.9	5.5	4.2	1.9	3.1
Rules, facilities, going to school..		0	0	0	0	0	0	0	0	0	0	0	0
(positive).....		1.7	7.6	.7	3.7	3.3	3.5	2.8	4.9	7.0	5.4	4.3	4.9
(negative).....		1.7	6.8	0	2.9	2.7	2.8	2.1	2.0	1.5	1.2	2.4	1.8
		0	.8	.7	.8	.6	.7	.7	2.9	5.5	4.2	1.9	3.1

MY LIFE (PERTAINING TO SCHOOL ONLY)*

average per cent of boys in the total population; col. 5, average per cent of girls in the total population; col. 6, average per cent of boys and girls combined in the total population (average of cols. 4 and 5).

GRADES 7-9							GRADES 10-12						
Ages 12-15							Ages 15-18						
A	B	C	Av. of All				A	B	C	Av. of All			
BG	BG	BG	B	G	Tot.	BG	BG	BG	B	G	Tot.		
98	274	200	282	290	572	94	136	100	159	171	330		
1.0	0	.5	1.0	0	.5	1.1	3.0	0	0	2.4	1.2		B.
1.0	0	0	.7	0	.4	0	3.0	0	0	1.8	.9		
0	0	.5	.3	0	.2	0	0	0	0	0	0		
0	0	0	0	0	0	1.1	0	0	0	.6	.3		
0	0	0	0	0	0	0	0	0	0	0	0		E.
0	0	1.0	.3	.2	.3	0	0	0	0	0	0		F.
0	0	.5	.3	0	.2	0	0	0	0	0	0		G.
0	0	0	0	0	0	0	0	0	0	0	0		
0	0	0	0	0	0	0	0	0	0	0	0		
0	0	.5	.3	0	.2	0	0	0	0	0	0		
1.0	0	0	0	.7	.4	0	0	0	0	0	0		H.
1.0	0	0	0	.7	.4	0	0	0	0	0	0		
0	0	0	0	0	0	0	0	0	0	0	0		
2.0	.7	1.5	1.9	.9	1.4	2.1	8.1	10.0	5.5	8.2	6.9		M.
1.0	.7	1.5	1.3	.9	1.1	2.1	8.1	8.0	5.0	7.2	6.1		
1.0	0	0	.7	0	.4	0	0	2.0	.6	.8	.7		
0	1.8	.5	1.1	.5	.8	0	0	0	0	0	0		Q.
13.3	18.3	6.0	14.0	11.1	12.6	6.4	10.3	2.0	7.0	5.4	6.2		S.
4.1	3.3	1.0	1.4	4.2	2.8	0	3.7	0	1.1	1.3	1.2		
9.2	15.0	5.0	12.6	6.8	9.7	6.4	6.6	2.0	5.9	4.0	5.0		
0	0	0	0	0	0	0	.7	0	.5	0	.3		
13.3	18.3	6.0	14.0	11.0	12.5	6.4	9.6	2.0	6.5	5.3	5.9		
4.1	3.3	1.0	1.4	4.2	2.8	0	3.7	0	1.1	1.3	1.2		
9.2	15.0	5.0	12.6	6.8	9.7	6.4	5.9	2.0	5.4	4.0	4.7		

TABLE IV. ONE OF THE HAPPIEST DAYS IN

CATEGORY	School...	GRADES 1-3						GRADES 4-6					
		Ages 6-9						Ages 9-12					
		A	B	C	Av. of All			A	B	C	Av. of All		
		BG	BG	BG	B	G	Tot.	BG	BG	BG	B	G	Tot.
	No.....	176	368	150	363	331	694	143	309	200	309	343	652
W. People.....		0	0	0	0	0	0	0	.3	0	0	.2	.1
(positive).....		0	0	0	0	0	0	0	.3	0	0	.2	.1
(negative).....		0	0	0	0	0	0	0	0	0	0	0	0
Teachers (positive).....		0	0	0	0	0	0	0	.3	0	0	.2	.1
(negative).....		0	0	0	0	0	0	0	0	0	0	0	0

* This table represents "one of my happiest days" in which there was a specific or implied reference to school. In Table III the values shown for the corresponding categories include happiest days relating

MY LIFE (PERTAINING TO SCHOOL ONLY)* (Continued)

GRADES 7-9							GRADES 10-12						
<i>Ages 12-15</i>							<i>Ages 15-18</i>						
A	B	C	Av. of All				A	B	C	Av. of All			
BG	BG	BG	B	G	Tot.		BG	BG	BG	B	G	Tot.	
98	274	200	282	290	572		94	136	100	159	171	330	
0	0	0	0	0	0		0	0	1.0	.6	0	.3	W.
0	0	0	0	0	0		0	0	0	0	0	0	
0	0	0	0	0	0		0	0	1.0	.6	0	.3	
0	0	0	0	0	0		0	0	0	0	0	0	
0	0	0	0	0	0		0	0	1.0	.6	0	.3	

to school as well as those that have no implied reference to school. For an explanation of the omission of certain categories, see the introductory statement.

BEST IN SCHOOL

average per cent of boys in the total population; col. 5, average per cent of girls in the total population; col. 6, average per cent of boys and girls combined in the total population (average of cols. 4 and 5).†

GRADES 7-9						GRADES 10-12					
Ages 12-15						Ages 15-18					
A	B	C	Av. of All			A	B	C	Av. of All		
BG	BG	BG	B	G	Tot.	BG	BG	BG	B	G	Tot.
98	274	200	282	290	572	94	136	100	159	171	330
1.0	0	0	.7	0	.4	0	0	1.0	0		A.
1.0	41.2	56.5	30.6	33.2	31.9	18.1	44.8	42.0	34.8	34.4	34.6
1.0	39.8	54.0	30.6	32.4	31.2	18.1	44.1	39.0	33.1	33.6	33.4
0	1.5	4.0	2.1	1.6	1.9	1.1	2.2	3.0	3.6	.8	2.2
0	0	1.0	.7	0	.4	0	0	0	0	0	0
0	0	1.0	.7	0	.4	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0	0
0	1.5	0	.8	.2	.5	0	1.5	1.0	.6	.9	.8
55.1	58.0	43.0	44.4	60.1	52.3	44.7	46.3	39.0	41.3	45.5	43.4
27.6	25.2	12.0	24.3	18.9	21.6	17.0	11.0	6.0	14.5	8.3	11.4
3.1	11.3	0	4.2	5.4	4.8	0	0	0	0	0	0
6.1	22.3	17.5	10.1	20.3	15.2	18.1	19.9	20.0	10.8	28.4	19.6
14.3	2.6	6.0	7.4	7.8	7.6	11.7	15.4	17.0	20.7	8.6	14.7
0	0	1.0	0	.7	.4	0	0	0	0	0	0
1.0	8.4	16.0	7.1	9.8	8.5	8.5	8.8	5.0	8.5	6.3	7.4
17.3†	.8	.5	1.6	11.1	6.4	4.2	.7	0	.9	2.2	1.6
18.4	6.2	14.5	10.0	15.9	13.0	27.6	1.5	14.0	16.2	13.8	15.0
5.1	3.3	6.5	3.9	5.9	4.9	1.1	0	7.0	1.1	4.7	2.9
13.3	2.2	7.5	6.8	9.5	8.2	27.7	1.5	4.0	13.9	9.0	11.5
1.0	1.1	1.0	.5	1.6	1.2	2.1	0	4.0	2.0	2.3	2.2
0	0	1.5	.3	.7	.5	0	0	0	0	0	0
14.3	7.7	7.5	19.8	0	9.9	7.4	7.4	8.0	15.5	.4	7.9
3.1	4.0	7.5	.7	9.0	2.9	3.2	6.0	2.0	10.0	7.0	3.5

TABLE V. WHAT I LIKE

CATEGORY	School...	GRADES 1-3						GRADES 4-6					
		Ages 6-9						Ages 9-12					
		A	B	C	Av. of All			A	B	C	Av. of All		
		BG	BG	BG	B	G	Tot.	BG	BG	BG	B	G	Tot.
	No.....	176	368	150	363	331	694	143	309	200	309	343	652
M. Self-improvement, -understand- ing, including vocational place- ment or competence*.....		.6	.3	0	.4	.2	.3	0	.6	0	0	.4	.2
Q. Discussion, clubs, student council		0	0	0	0	0	0	2.1	1.0	0	1.3	.8	1.0
R. Monitor duties.....		.6	.5	1.3	.2	1.0	.6	0	.3	0	0	.2	.1
S. Miscellaneous school demands, privileges, comforts, discom- forts.....		.6	1.1	1.3	1.2	.8	1.0	.7	0	1.0	.6	.4	.5
Homework.....		0	.8	.7	.8	.2	.5	.7	0	.5	.3	.4	.4
Rules, facilities, going to school.		.6	.3	.7	.4	.6	.5	0	0	.5	.3	0	.2
U. Assembly.....		0	0	4.0	.4	2.2	1.3	0	.3	0	0	.2	.1
W. People.....		1.7	2.7	.7	1.6	1.8	1.7	7.0	5.5	1.0	2.5	6.1	4.3
Pupils.....		1.1	.8	.7	.5	1.2	.9	.7	1.3	0	.7	.6	.7
Teachers.....		.6	1.9	0	1.0	.6	.8	7.0	4.2	1.0	1.8	6.0	3.9
EE. Unintelligible, no answer.....		0	1.9	3.3	2.8	.8	1.8	3.5	2.3	2.0	3.8	1.4	2.6

* Commercial subjects.....

† The values represent *per cent of children*, not per cent of items reported. A tally of one and one only was given for one wish or for several wishes within a given category. This holds for the more inclusive categories as well as for the subcategories. As a result, the cumulative percentages represented

BEST IN SCHOOL (Continued)

GRADES 7-9							GRADES 10-12						
<i>Ages 12-15</i>							<i>Ages 15-18</i>						
A	B	C	Av. of All				A	B	C	Av. of All			
BG	BG	BG	B	G	Tot.		BG	BG	BG	B	G	Tot.	
98	274	200	282	290	572		94	136	100	159	171	330	
0	.4	0	0	.2	.1	13.8	7.4	10.0	5.4	15.0	10.2		M.
1.0	0	1.0	1.0	.5	.8	2.1	0	12.0	3.6	6.4	5.0		Q.
0	.7	0	0	0	0	0	0	0	0	0	0		R.
1.0	1.1	2.5	.7	1.9	1.3	1.1	.7	1.0	0	1.9	1.0		S.
1.0	1.1	2.5	.7	1.9	1.3	0	0	0	0	1.9	1.0		
1.0	0	0	1.0	0	.5	1.1	.7	1.0	0	0	0		
1.0	.7	6.0	1.3	3.8	2.6	2.1	.7	2.0	2.1	1.3	1.7		U.
5.1	2.9	6.5	4.1	5.6	4.9	16.0	2.9	9.0	6.0	11.4	8.7		W.
3.1	2.2	3.0	2.8	2.7	2.8	16.0	2.9	9.0	6.0	11.4	8.7		
2.0	.7	4.5	1.2	3.6	2.4	0	0	0	0	0	0		
5.1	2.2	.5	4.0	1.2	2.6	1.1	2.9	2.0	2.0	.9	1.5		EE•
.....								10.0	3.1	9.8	6.5		

by the subcategories may exceed the values shown for a major category. For an explanation of the omission of certain categories, see the introductory statement.

† "Safety" project.

OR DISLIKE MOST AT SCHOOL

average per cent of boys in the total population; col. 5, average per cent of girls in the total population; col. 6, average per cent of boys and girls combined in the total population (average of cols. 4 and 5).†

GRADES 7-9						GRADES 10-12						
Ages 12-15						Ages 15-18						
A	B	C	Av. of All			A	B	C	Av. of All			
BG	BG	BG	B	G	Tot.	BG	BG	BG	B	G	Tot.	
98	274	200	282	290	572	94	136	100	159	171	330	
1.0	.7	1.1	.5	1.7	1.1	3.2	2.2	3.0	2.2	3.1	2.7	A.
3.1	2.6	2.5	2.4	3.1	2.8	5.3	1.5	1.0	2.0	2.8	2.4	B.
0	2.5	2.0	1.4	1.7	1.6	4.3	1.5	1.0	2.0	2.3	2.2	
3.1	0	.5	1.0	1.4	1.2	1.1	0	0	0	.6	.3	
0	0	0	0	0	0	0	0	0	0	0	0	
0	0	0	0	0	0	1.1	0	0	0	1.7	.9	D.
0	0	0	0	0	0	1.1	0	0	0	1.7	.9	
0	0	0	0	0	0	0	0	0	0	0	0	
0	0	0	0	0	0	1.1	0	0	0	1.7	.9	E.
55.1	52.6	48.0	50.7	53.1	51.9	41.5	30.4	28.0	36.9	29.9	33.4	G.
22.4	12.8	16.5	13.9	20.8	17.4	11.7	4.4	3.0	6.8	6.3	6.6	
3.1	1.8	0	2.3	.9	1.6	1.1	0	0	.9	0	.5	
8.2	16.4	8.0	12.5	9.3	10.9	13.8	7.4	9.0	13.4	7.9	10.6	
9.2	8.4	6.0	7.2	8.5	7.9	8.5	5.1	2.0	5.9	4.3	5.0	
0	1.1	2.5	.8	1.6	1.2	0	0	0	0	0	0	
3.1	19.7	18.5	12.6	14.9	13.8	12.8	14.0	17.0	14.2	14.0	14.1	
11.2	.4	.5	5.2	2.7	4.0	0	0	0	0	0	0	
15.3	1.5	10.5	10.4	7.9	9.2	0	0	4.0	1.7	.8	1.3	H.
9.2	0	6.0	5.8	5.3	5.6	0	0	0	0	0	0	
6.1	0	5.0	4.6	2.8	3.7	0	0	3.0	1.1	.8	1.0	
0	0	0	0	0	0	0	0	1.0	.5	0	.3	
1.1	.7	.5	1.5	0	.8	1.1	0	1.0	1.4	0	.7	J.
0	1.8	2.5	0	1.3	.7	2.1	8.1	0	0	6.1	3.0	K.

TABLE VI. WHAT I LIKE LEAST

CATEGORY	School...	GRADES 1-3						GRADES 4-6					
		Ages 6-9						Ages 9-12					
		A	B	C	Av. of All			A	B	C	Av. of All		
		BG	BG	BG	B	G	Tot.	BG	BG	BG	B	G	Tot.
	Sex.....												
	No.....	176	368	150	363	331	694	143	309	200	309	343	652
M. Self-improvement, -understand- ing, including vocational place- ment or competence*.....		0	.5	.7	.3	4.3	2.3	0	0	1.0	.3	.3	.3
Q. Discussion, clubs, student council		0	.3	0	0	.2	.1	2.8	2.3	1.0	2.0	2.0	.2
R. Monitor duties.....		.6	.5	1.3	.4	1.2	.8	0	.3	0	0	.2	.1
S. Miscellaneous school demands, privileges, comforts, discom- forts.....		8.5	3.3	3.3	4.1	6.0	5.1	2.8	6.8	1.4	5.5	10.3	7.9
Homework.....		.6	.8	1.3	.2	1.7	1.0	2.8	2.6	5.5	3.6	3.8	3.7
Rules, facilities, going to school.		7.9	2.4	2.0	4.0	4.4	4.2	0	4.2	9.0	2.3	6.6	4.5
U. Assembly.....		0	0	0	0	0	0	0	0	0	0	0	0
W. People.....		.6	4.1	12.0	9.0	1.9	5.5	2.1	8.7	8.0	8.5	3.9	6.2
Pupils.....		.6	4.1	12.0	9.0	1.9	5.5	2.1	8.4	4.5	6.4	3.3	4.9
Teachers.....		0	.3	0	0	.2	.1	0	.3	3.5	2.0	.5	1.3
DD. Miscellaneous.....		0	1.3	4.0	.4	2.2	1.3	0	0	2.5	1.0	.7	.9
EE. Unintelligible, no answer.....		47.7	50.5	40.0	46.3	45.8	46.1	23.8	27.8	9.0	21.5	19.0	20.3

* Commercial subjects.....

† The values represent *per cent of children*, not per cent of items reported. A tally of one and one only was given for one wish or for several wishes within a given category. This holds for the more inclusive categories as well as for the subcategories. As a result, the cumulative percentages repre-

OR DISLIKE MOST AT SCHOOL (Continued)

GRADES 7-9							GRADES 10-12						
<i>Ages 12-15</i>							<i>Ages 15-18</i>						
A	B	C	Av. of All				A	B	C	Av. of All			
BG	BG	BG	B	G	Tot.		BG	BG	BG	B	G	Tot.	
98	274	200	282	290	572		94	136	100	159	171	330	
0	0	1.0	0	.7	.4		4.3	0	2.0	1.4	2.6	.2	M.
2.0	1.1	.5	.8	1.7	.9		0	0	0	0	0	0	Q.
0	0	0	0	0	0		0	0	0	0	0	0	R.
9.2	9.9	23.5	12.3	16.2	14.3		24.5	8.8	26.0	18.3	20.5	19.4	S.
2.0	2.9	6.5	5.0	2.6	3.8		11.7	4.4	16.0	10.1	10.4	10.3	
7.1	6.9	18.0	7.3	14.3	10.8		13.7	4.4	10.0	8.2	10.7	9.4	
0	.4	2.0	.7	.9	.8		0	0	1.0	.6	0	.3	U.
7.1	10.6	12.5	9.3	10.7	10.0		20.2	26.5	38.0	24.2	33.0	28.6	W.
2.0	7.3	3.0	3.7	4.5	4.1		6.4	14.0	19.0	8.9	18.9	13.9	
6.1	3.3	10.5	5.6	7.6	6.6		14.9	14.0	22.0	14.4	18.7	16.6	
0	0	1.5	.3	.7	.5		0	0	0	0	0	0	DD.
9.2	22.3	7.5	14.9	11.0	13.0		12.8	22.8	6.0	16.5	11.2	13.8	EE.
.....							2.1	0	2.0	.6	2.0	1.3	

sent by the subcategories may exceed the values shown for a major category. For an explanation of the omission of certain categories, see the introductory statement.

TABLE VII. WHAT I'D LIKE TO LEARN

The values represent percentages of children giving one or more responses in the various categories, as follows: for each age-grade grouping, cols. 1-3, school populations A, B, and C, boys and girls combined; col. 4,

CATEGORY	School...	GRADES 1-3						GRADES 4-6					
		Ages 6-9						Ages 9-12					
		A	B	C	Av. of All			A	B	C	Av. of All		
	Sex.....	BG	BG	BG	B	G	Tot.	BG	BG	BG	B	G	Tot.
	No.....	176	368	150	363	331	694	143	309	200	309	343	652
B. Sports, games, gym, physical education.....		1.1	.3	8.7	3.6	3.0	3.3	0	1.0	11.0	6.4	1.7	4.1
E. Parties, dances, etc.....		0	0	0	0	0	0	0	0	0	0	0	0
G. Areas of study, subject matter..		79.0	90.8	77.3	80.8	83.9	82.4	86.0	87.0	77.0	83.4	83.4	83.4
Numbers, arithmetic, mathematics.....		15.3	31.0	36.7	24.8	30.6	27.7	31.5	25.9	24.0	23.9	30.1	27.0
Spelling.....		7.4	11.1	14.7	12.7	9.4	11.0	9.8	7.1	8.0	10.3	6.6	8.5
English usage, writing, reading, library.....		31.3	39.7	14.0	25.7	29.8	27.8	16.8	15.9	6.0	14.8	11.4	13.1
Nature study, natural science...		12.5	6.8	4.7	7.4	8.3	7.9	4.2	12.6	20.0	14.0	10.7	12.4
Health.....		0	0	0	0	0	0	0	3.6	1.0	.8	2.2	5.1
Local and world affairs, social studies.....		11.9	5.7	8.0	8.9	8.3	8.6	30.1	35.6	20.5	27.4	29.7	28.6
Miscellaneous.....		1.1	.8	0	.4	1.0	.7	0	0	.5	0	.2	.1
H. Art (activity or appreciation)...		1.7	2.7	12.0	4.2	6.7	5.5	9.1	12.3	10.0	5.1	15.3	10.2
Graphic: coloring, drawing, painting.....		1.7	2.4	6.0	3.3	3.4	3.4	4.9	8.7	8.5	5.1	9.6	7.4
Music, including orchestra, singing.....		.6	.3	4.7	1.1	2.6	1.9	7.7	4.2	2.0	1.4	7.4	4.4
Dramatics.....		0	0	0	0	0	0	0	0	0	0	0	0
Dancing.....		0	.3	2.0	0	1.5	.8	0	.3	0	0	.2	.1
J. Crafts, mechanical arts.....		4.5	.3	1.3	3.7	.4	3.9	2.8	.3	1.5	3.0	.3	1.7
K. Cooking, sewing, other domestic arts, home economics.....		0	0	0	0	0	0	1.4	.3	0	0	1.0	.5
M. Self-improvement, -understanding, including vocational placement or competence*.....		3.4	1.1	0	1.3	1.7	1.5	.7	1.3	0	.8	.6	.7
Q. Discussion, clubs, student council		0	0	0	0	0	0	0	0	0	0	0	0
R. Monitor duties.....		.6	0	0	.4	0	.2	0	0	0	0	0	0

MORE ABOUT AT SCHOOL

average per cent of boys in the total population; col. 5, average per cent of girls in the total population; col. 6, average per cent of boys and girls combined in the total population (average of cols. 4 and 5).†

GRADES 7-9							GRADES 10-12						
Ages 12-15							Ages 15-18						
A	B	C	Av. of All				A	B	C	Av. of All			
BG	BG	BG	B	G	Tot.		BG	BG	BG	B	G	Tot.	
98	274	200	282	290	572		94	136	100	159	171	330	
2.0	2.9	15.0	7.1	5.7	6.4		3.2	1.5	8.0	3.1	6.2	4.7	B.
0	.7	0	0	.5	.2		0	0	0	0	0	0	E.
69.4	67.9	53.5	61.3	66.1	61.7		66.0	44.9	44.0	58.2	45.6	51.9	G.
27.6	20.4	11.0	24.0	15.5	19.8		13.8	19.6	5.0	15.8	10.1	12.9	
1.0	2.9	1.5	2.0	1.6	1.8		1.1	2.2	0	0	1.9	1.0	
15.3	26.3	20.5	12.9	18.5	15.7		26.6	18.4	9.0	7.1	24.8	15.9	
22.4	13.1	14.0	18.2	14.9	16.6		13.8	12.5	16.0	19.2	9.4	14.3	
0	1.1	0	0	.7	.3		0	12.5	0	2.7	5.3	4.0	
17.3	16.1	12.5	11.8	19.0	15.4		13.8	0	14.0	11.1	7.7	9.4	
1.0	1.1	1.0	1.6	.5	1.0		0	0	4.0	1.7	.8	.9	
8.2	8.6	16.0	5.8	16.2	11.0		22.3	3.7	15.0	11.2	18.0	14.6	H
3.1	5.1	9.0	4.9	6.5	5.7		2.1	.7	8.0	1.1	7.0	4.1	
4.1	2.6	5.5	.9	7.2	4.0		19.1	1.5	7.0	8.5	11.3	9.9	
1.0	1.1	2.5	0	3.0	1.5		2.1	.7	2.0	1.1	2.0	1.6	
0	0	.5	0	.3	.2		0	.7	0	.5	0	.3	
15.3	10.9	15.0	25.8	1.7	13.8		8.5	5.9	20.0	20.5	2.3	11.4	J.
1.0	2.6	11.0	0	9.7	4.9		1.1	2.2	6.0	.6	6.1	3.4	K.
0	8.4	4.0	1.6	6.5	4.0		20.2	38.2	24.0	17.3	35.9	26.6	M.
0	0	0	0	0	0		0	0	1.0	.6	0	.3	Q.
0	0	0	0	0	0		0	0	0	0	0	0	R.

TABLE VII. WHAT I'D LIKE TO LEARN

CATEGORY	School...	GRADES 1-3						GRADES 4-6					
		Ages 6-9						Ages 9-12					
		A	B	C	Av. of All			A	B	C	Av. of All		
		BG	BG	BG	B	G	Tot.	BG	BG	BG	B	G	Tot.
	No.....	176	368	150	363	331	694	143	309	200	309	343	652
S. Miscellaneous school demands, privileges, comforts, discom- forts.....		0	1.1	0	.3	.6	.5	.7	0	0	.5	0	.3
Homework.....		0	.5	0	.3	.2	.3	0	0	0	0	0	0
Rules, facilities, going to school.		0	.5	0	0	.4	.2	.7	0	0	.5	0	.3
W. People.....		0	0	0	0	0	0	0	.3	0	0	.2	.1
Pupils.....		0	0	0	0	0	0	0	.3	0	0	.2	.1
Teachers.....		0	0	0	0	0	0	0	0	0	0	0	0
DD. Miscellaneous.....		0	0	0	0	0	0	0	0	.5	0	.3	.1
EE. Unintelligible, no answer, "ev- erything," "nothing".....		8.5	5.7	.7	6.8	3.1	5.0	2.1	3.6	2.0	4.0	1.4	2.7

* Commercial subjects.....

† The values represent *per cent of children*, not per cent of items reported. A tally of one and one only was given for one wish or for several wishes within a given category. This holds for the more inclusive categories as well as for the subcategories. As a result, the cumulative percentages repre-

MORE ABOUT AT SCHOOL (Continued)

GRADES 7-9							GRADES 10-12						
<i>Ages 12-15</i>							<i>Ages 15-18</i>						
A	B	C	Av. of All				A	B	C	Av. of All			
BG	BG	BG	B	G	Tot.		BG	BG	BG	B	G	Tot.	
98	274	200	282	290	572		94	136	100	159	171	330	
1.0	0	0	0	.7	.4		0	0	0	0	0	0	S.
0	0	0	0	0	0		0	0	0	0	0	0	
1.0	0	0	0	.7	.4		0	0	0	0	0	0	
1.0	.4	0	.3	.7	.5		2.1	0	0	1.8	0	.9	W.
0	0	0	0	0	0		0	0	0	0	0	0	
1.0	.4	0	.3	.7	.5		2.1	0	0	2.1	0	1.1	
0	0	0	0	0	0		0	0	1.0	.6	0	.3	DD.
6.1	8.4	8.0	7.7	7.2	7.5		6.4	16.9	3.0	8.9	8.5	8.7	EE.
0	5.8	3.0	.6	5.2	2.9		7.4	21.3	5.0	4.0	15.7	9.9	

sented by the subcategories may exceed the values shown for a major category. For an explanation of the omission of certain categories, see the introductory statement.

TABLE VIII. THE MOST INTERESTING THING I HAVE DONE

The values represent percentages of children giving one or more responses in the various categories, as follows: for each age-grade grouping, cols. 1-3, school populations A, B, and C, boys and girls combined; col. 4,

CATEGORY	School...	GRADES 1-3						GRADES 4-6					
		Ages 6-9						Ages 9-12					
		A	B	C	Av. of All			A	B	C	Av. of All		
		BG	BG	BG	B	G	Tot.	BG	BG	BG	B	G	Tot.
No.....		176	368	150	363	331	694	143	309	200	309	343	652
A. Physical plant and facilities....		.6	0	0	0	.3	1.5	1.4	0	2.0	.5	1.8	1.2
B. Sports, games, gym, physical education.....		11.4	3.5	14.7	10.9	8.7	9.8	8.4	14.6	29.0	21.5	13.9	17.7
Games, sports, gym, physical education.....		7.9	3.3	14.7	9.8	7.4	8.6	7.0	13.6	29.0	20.2	13.5	16.8
Recess, free time.....		1.1	0	0	.8	0	.4	0	0	0	0	0	0
Other.....		2.3	.3	0	.4	2.6	1.5	1.4	1.0	0	1.2	.8	1.0
D. Movies, theater, etc.....		.6	4.9	0	1.9	1.8	1.9	0	1.0	1.0	.6	.7	.7
Movies.....		.6	4.1	0	1.7	1.4	1.6	0	1.0	1.0	.6	.7	.7
Theater.....		0	.8	0	.2	.4	.3	0	0	0	0	0	0
E. Parties, dances, etc.....		1.7	0	0	.8	.4	.6	2.1	1.3	0	.5	1.7	1.1
F. "Go and see" activities.....		4.5	1.9	0	3.3	1.0	2.2	5.6	3.6	.5	3.3	3.1	3.2
G. Areas of study, subject matter..		46.6	59.2	38.0	53.0	42.8	47.9	49.7	48.9	31.0	40.3	46.0	43.2
Numbers, arithmetic, mathematics.....		2.8	17.7	18.0	17.6	8.2	12.9	9.8	6.8	2.5	5.3	6.1	5.7
Spelling.....		4.5	3.8	3.3	4.6	3.1	3.9	7.0	3.2	2.0	3.6	4.4	4.0
English usage, writing, reading, library.....		28.4	29.6	12.0	22.1	24.6	23.4	16.8	7.1	6.0	9.3	9.7	9.5
Nature study, natural science...		4.5	6.5	0	3.4	3.8	3.6	.7	5.8	6.0	3.7	4.7	4.2
Health.....		0	0	0	0	0	0	0	1.0	0	.7	.2	.5
Local and world affairs, social studies.....		2.3	3.0	4.0	3.9	2.3	3.1	17.5	24.6	13.0	16.6	20.0	18.3
Miscellaneous.....		4.5	0	0	1.5	1.5	1.5	2.8	1.9	2.0	1.6	28.3	15.0
H. Art (activity or appreciation)...		21.6	18.5	18.7	15.9	23.5	19.7	11.2	16.5	12.0	9.8	16.3	13.1
Graphic: coloring, drawing, painting.....		18.2	12.5	9.3	11.1	15.8	13.5	6.3	13.3	12.0	8.8	12.2	10.5
Music, including orchestra, singing.....		3.4	5.7	4.7	3.7	5.6	4.7	2.1	1.0	1.0	1.7	1.0	1.4
Dramatics.....		0	.3	6.0	1.5	2.7	2.1	2.8	2.0	2.0	.3	5.9	3.1
Dancing.....		0	0	0	0	0	0	0	1.3	2.0	.3	1.8	1.0
J. Crafts, mechanical arts.....		.6	0	10.7	2.6	4.9	3.8	4.2	1.3	5.0	4.7	2.3	3.5

AT SCHOOL DURING THE PAST WEEK OR SO

average per cent of boys in the total population; col. 5, average per cent of girls in the total population; col. 6, average per cent of boys and girls combined in the total population (average of cols. 4 and 5).†

GRADES 7-9							GRADES 10-12						
Ages 12-15							Ages 15-18						
A	B	C	Av. of All				A	B	C	Av. of All			
BG	BG	BG	B	G	Tot.		BG	BG	BG	B	G	Tot.	
98	274	200	282	290	572		94	136	100	159	171	330	
0	0	0	0	0	0		0	.7	0	0	.4	.2	A.
3.1	9.5	20.0	12.1	9.5	10.8		12.8	11.8	25.0	17.3	15.8	16.6	B.
2.1	9.5	17.0	10.7	8.2	9.5		10.7	11.8	17.0	15.1	11.2	13.2	
0	0	0	0	0	0		0	0	0	0	0	0	
1.0	0	3.0	1.9	1.3	1.6		2.1	0	8.0	2.2	4.5	3.4	
3.1	0	4.0	4.0	.7	2.4		5.3	0	0	2.6	1.2	1.9	D.
3.1	0	4.0	4.0	.7	2.4		5.3	0	0	2.6	1.2	1.9	
0	0	0	0	0	0		0	0	0	0	0	0	
1.0	9.5	.5	3.1	4.2	3.7		2.1	3.7	0	.5	3.0	1.8	E.
0	.4	8.5	.3	5.6	3.0		2.1	1.5	3.0	.9	4.0	2.5	F.
37.8	25.9	22.0	27.5	29.7	28.6		23.4	23.5	19.0	27.7	1.7	14.7	G.
3.1	4.0	5.5	4.0	4.4	4.2		2.1	1.5	1.0	2.0	1.4	1.7	
0	.7	.5	.6	.2	.4		0	0	0	0	0	0	
3.1	7.3	5.0	4.4	5.9	5.2		8.5	7.4	9.0	8.4	7.8	8.1	
12.2	9.1	3.0	11.9	4.3	8.1		10.6	9.6	3.0	11.2	4.5	7.9	
0	.4	0	0	.2	.1		0	0	0	0	0	0	
17.3	2.9	8.5	5.7	13.7	9.7		3.2	2.2	6.0	5.6	2.3	4.0	
2.0	2.9	0	1.4	18.7	10.0		0	4.4	0	1.6	1.3	1.5	
11.2	12.6	14.0	9.5	16.2	12.9		13.8	7.4	22.0	15.4	14.0	14.7	H.
4.1	4.0	4.0	3.4	4.7	4.0		1.1	0	3.0	0	3.1	1.6	
0	4.3	5.0	3.6	3.6	3.6		10.6	.7	0	6.1	2.2	4.2	
7.1	5.8	5.0	3.9	8.3	6.1		2.1	6.6	20.0	9.2	9.5	9.4	
0	0	0	0	0	0		0	0	0	0	0	0	
10.2	4.0	4.5	10.7	1.8	6.3		5.3	2.9	8.0	10.5	.8	5.7	J.

TABLE VIII. THE MOST INTERESTING THING I HAVE DONE

CATEGORY	School...	GRADES 1-3						GRADES 4-6					
		Ages 6-9						Ages 9-12					
		A	B	C	Av. of All			A	B	C	Av. of All		
		BG	BG	BG	B	G	Tot.	BG	BG	BG	B	G	Tot.
	Sex.....												
	No.....	176	368	150	363	331	694	143	309	200	309	343	652
K.	Cooking, sewing, other domestic arts, home economics.....	0	0	0	0	0	0	0	0	0	0	0	0
M.	Self-improvement, -understanding, including vocational placement or competence*.....	1.1	.3	0	0	.9	.5	0	1.3	0	0	.8	.4
Q.	Discussion, clubs, student council	.6	0	0	0	.4	.2	0	2.3	0	1.4	.2	.8
R.	Monitor duties.....	2.8	.3	0	1.3	.7	1.0	0	1.3	.5	0	1.2	.6
S.	Miscellaneous school demands, privileges, comforts, discomforts.....	.6	1.1†	0	.3	.8	.6	1.4†	2.3	5.0	3.0	2.8	2.9
	Homework.....	.6	.8	0	.2	.8	.5	0	2.0	4.5	2.1	2.2	2.2
	Rules, facilities, going to school (positive).....	0	0	0	0	0	0	0	.3	.5	.3	0	.2
	(negative).....	0	.3	0	.2	0	.1	1.4	0	0	.5	.6	.6
U.	Assembly.....	0	0	9.3	1.3	4.9	3.1	0	0	0	0	0	0
W.	People.....	0	.3	2.0	.6	.9	.8	0	1.6	.5	.3	1.0	.7
	Pupils.....	0	0	0	0	0	0	0	.6	0	0	.4	.2
	Teachers.....	0	.3	2.0	.6	.9	.8	0	1.0	.5	.3	.6	.5
	Friends, dating.....	0	0	0	0	0	0	0	0	0	0	0	0
DD.	Miscellaneous.....	1.1	.3	0	.5	.4	.5	1.4	1.6	4.5	3.2	1.7	2.5
EE.	Unintelligible, no answer.....	5.1	9.8	6.0	9.8	4.1	7.0	14.7	11.7	8.0	11.8	11.3	11.6

* Commercial subjects.....

† The values represent *per cent of children*, not per cent of items reported. A tally of one and one only was given for one wish or for several wishes within a given category. This holds for the more inclusive categories as well as for the subcategories. As a result, the cumulative percentages repre-

AT SCHOOL DURING THE PAST WEEK OR SO (Continued)

GRADES 7-9							GRADES 10-12						
<i>Ages 12-15</i>							<i>Ages 15-18</i>						
A	B	C	Av. of All				A	B	C	Av. of All			
BG	BG	BG	B	G	Tot.		BG	BG	BG	B	G	Tot.	
98	274	200	282	290	572		94	136	100	159	171	330	
3.1	4.0	5.5	0	8.4	4.2		3.2	4.4	0	0	4.5	2.3	K.
1.0	1.8	1.0	1.1	1.5	1.3		3.2	10.3	2.0	1.4	7.6	4.5	M.
0	2.4	5.0	2.4	3.1	2.8		1.1	0	5.0	2.0	3.4	2.7	Q.
2.0	2.7	0	2.2	1.2	1.7		2.1	0	0	0	1.2	.6	R.
3.1	1.5	2.0	1.2	1.0	1.1		3.2	6.6†	1.0	3.3	3.6	3.5	S.
0	1.5	0	.3	.7	.5		3.2	0	0	0	1.8	.9	
3.1	0	1.5	1.0	0	.5		0	.7	0	.6	.4	.5	
0	0	.5	0	3.3	1.7		0	6.0	0	2.7	1.3	2.0	
0	0	0	0	0	0		0	0	0	0	0	0	U.
2.0	1.1	1.0	.6	2.2	1.4		0	2.2	0	1.1	.4	.8	W.
2.0	0	.5	0	1.8	.9		0	0	0	0	0	0	
0	0	.5	.3	0	.1		0	0	0	0	0	0	
0	1.1	0	.3	.5	.4		0	2.2	0	1.1	.4	.8	
0	1.1	5.0	2.8	1.2	2.0		1.1	.7	0	0	1.0	.5	DD.
20.4	26.3	11.5	19.5	19.1	19.3		25.5	30.9	16.0	24.2	19.0	21.6	EE.
.....							0	1.5	0	.5	.4	.4	

sented by the subcategories may exceed the values shown for a major category. For an explanation of the omission of certain categories, see the introductory statement.

† Includes negative.

TABLE IX. WHAT I DON'T CARE

The values represent percentages of children giving one or more responses in the various categories, as follows: for each age-grade grouping, cols. 1-3, school populations A, B, and C, boys and girls combined; col. 4,

CATEGORY	School...	GRADES 1-3						GRADES 4-6					
		Ages 6-9						Ages 9-12					
		A	B	C	Av. of All			A	B	C	Av. of All		
	Sex.....	BG	BG	BG	B	G	Tot.	BG	BG	BG	B	G	Tot.
	No.....	176	368	150	363	331	694	143	309	200	309	343	652
B. Sports, games, gym, physical education.....		1.1	.5	0	0	1.1	.6	0	0	.5	.3	0	.1
E. Parties, dances, etc.....		0	0	0	0	0	0	0	0	0	0	0	0
G. Areas of study, subject matter..		38.1	41.6	57.3	45.9	45.3	45.6	67.1	68.3	80.5	68.7	75.0	71.9
Numbers, arithmetic, mathematics.....		11.4	13.6	21.3	15.0	15.7	15.4	11.2	11.0	24.5	19.8	11.5	15.7
Spelling.....		5.1	9.0	17.3	7.6	13.5	10.6	9.1	6.5	9.5	9.3	10.3	9.8
English usage, writing, reading, library.....		13.1	16.6	11.3	19.7	10.8	15.3	23.1	15.2	14.5	20.0	15.5	17.8
Nature study, natural science...		6.8	1.6	2.7	3.2	4.2	3.7	5.3	3.2	6.0	3.5	6.3	4.9
Health.....		0	0	0	0	0	0	0	3.9	1.5	1.4	2.2	1.8
Local and world affairs, social studies.....		2.3	1.4	1.3	1.4	1.9	1.7	21.0	33.0	27.0	17.6	35.5	26.6
Miscellaneous.....		.6	0	0	0	.4	.2	0	0	0	0	0	0
H. Art (activity or appreciation)...		1.7	3.0	12.0	6.5	4.7	5.6	3.5	4.2	11.0	6.9	5.5	6.2
Graphic: coloring, drawing, painting.....		1.1	2.7	6.7	3.4	.6	2.0	2.8	2.6	5.5	3.5	2.8	3.7
Music, including orchestra, singing.....		.6	.3	3.3	2.1	.6	1.4	.7	1.6	5.0	2.5	2.4	2.5
Dramatics.....		0	0	.6	.2	0	.1	0	0	0	0	0	0
Dancing.....		0	0	1.3	.4	.4	.4	0	0	0	0	0	0
J. Crafts, mechanical arts.....		0	0	0	0	0	0	0	.3	0	.2	0	.1
K. Cooking, sewing, other domestic arts, home economics.....		0	0	0	0	0	0	0	0	0	0	0	0
M. Self-improvement, -understanding, including vocational placement or competence*.....		.6	0	0	.4	0	.2	0	.6	0	.2	.2	.2
Q. Discussion, clubs, student council		0	0	0	0	0	0	1.4	.3	0	.5	.7	.6

TO STUDY ABOUT

average per cent of boys in the total population; col. 5, average per cent of girls in the total population; col. 6, average per cent of boys and girls combined in the total population (average of cols. 4 and 5).†

GRADES 7-9							GRADES 10-12						
Ages 12-15							Ages 15-18						
A	B	C	Av. of All				A	B	C	Av. of All			
BG	BG	BG	B	G	Tot.		BG	BG	BG	B	G	Tot.	
98	274	200	282	290	572		94	136	100	159	171	330	
0	.4	0	0	.2	.1		2.1	0	0	0	1.2	.6	B.
0	0	0	0	0	0		0	.7	0	.5	0	.3	E.
69.4	71.5	70.5	70.3	70.9	70.6		81.9	69.9	85.0	79.8	78.1	77.9	G.
20.4	12.0	16.5	2.1	17.1	9.6		9.6	8.8	15.0	6.4	17.0	11.7	
2.0	2.2	1.5	2.9	.9	1.9		0	.7	0	.5	0	.3	
9.2	2.3	16.0	22.1	9.7	15.9		26.6	22.1	20.0	31.0	15.2	23.1	
20.4	15.3	14.5	13.4	20.1	16.8		29.8	11.8	11.0	15.1	20.0	17.6	
0	1.1	5.5	1.2	3.2	1.7		0	0	0	0	0	0	
15.3	23.0	25.0	18.5	24.1	21.3		27.7	32.4	52.0	38.3	35.0	36.7	
9.2	.4	2.0	4.6	3.0	3.8		0	0	0	0	0	0	
16.3	2.2	20.5	13.6	12.3	12.9		2.1	.7	4.0	4.5	0	2.3	H.
11.2	1.5	6.0	5.1	7.4	6.3		0	0	1.0	.6	0	.3	
6.1	.4	15.5	8.9	5.6	7.3		1.1	0	4.0	3.1	0	1.6	
0	.4	0	.3	0	1.5		1.1	.7	0	1.4	0	.7	
0	0	0	0	0	0		0	0	0	0	0	0	
2.0	.7	.5	2.1	0	1.0		1.1	.7	1.0	2.0	0	1.0	J.
2.0	.4	2.5	0	3.3	1.7		1.1	8.1	0	.5	5.0	2.8	K.
0	0	2.0	1.0	.3	.7		0	.7	6.0	2.2	2.5	2.4	M.
0	0	0	0	0	0		0	0	0	0	0	0	Q.

TABLE IX. WHAT I DON'T CARE

CATEGORY	School...	GRADES 1-3						GRADES 4-6					
		<i>Ages 6-9</i>						<i>Ages 9-12</i>					
		A	B	C	Av. of All			A	B	C	Av. of All		
		BG	BG	BG	B	G	Tot.	BG	BG	BG	B	G	Tot.
	No.....	176	368	150	363	331	694	143	309	200	309	343	652
S. Miscellaneous school demands, privileges, comforts, discomforts.....		2.3	.8	.6	1.4	1.1	1.3	0	0	1.5	.3	.7	.5
Homework.....		1.7	.8	.6	1.4	.7	1.1	0	0	1.5	.3	.7	.5
Rules, facilities, going to school.		.6	0	0	0	.4	.2	0	0	0	0	0	0
W. People.....		.6	0	0	0	.4	.2	0	0	0	0	0	0
Pupils.....		.6	0	0	0	.4	.2	0	0	0	0	0	0
Teachers.....		0	0	0	0	0	0	0	0	0	0	0	0
DD. Miscellaneous.....		.6	0	0	.4	0	.2	0	0	0	0	0	0
EE. Unintelligible, no answer.....		54.0	54.6	33.3	47.8	47.0	47.4	29.4	33.7	8.0	24.9	22.6	23.8

* Commercial subjects.....

† The values represent *per cent of children*, not per cent of items reported. A tally of one and one only was given for one wish or for several wishes within a given category. This holds for the more inclusive categories as well as for the subcategories. As a result, the cumulative percentages repre-

TO STUDY ABOUT (Continued)

GRADES 7-9							GRADES 10-12						
<i>Ages 12-15</i>							<i>Ages 15-18</i>						
A	B	C	Av. of All				A	B	C	Av. of All			
BG	BG	BG	B	G	Tot.		BG	BG	BG	B	G	Tot.	
98	274	200	282	290	572		94	136	100	159	171	330	
1.0	1.1	0	.3	1.1	.8		0	0	0	0	0	0	S.
1.0	.7	0	.3	.9	.6		0	0	0	0	0	0	
0	.4	0	0	.2	.1		0	0	0	0	0	0	
0	0	0	0	0	0		1.1	0	1.0	1.4	0	.7	W.
0	0	0	0	0	0		0	0	0	0	0	0	
0	0	0	0	0	0		1.1	0	1.0	1.4	0	.7	
0	.4	0	.3	0	.2		0	0	5.0	13.3	3.3	8.3	DD.
9.1	21.2	9.0	13.2	13.0	13.1		14.9	19.9	3.0	.6	11.7	6.2	EE.
0	0	1.0	.7	0	.4		0	.7	6.0	2.2	2.5	2.4	

sented by the subcategories may exceed the values shown for a major category. For an explanation of the omission of certain categories, see the introductory statement.

TABLE X. WHAT I LIKE BEST

The values represent percentages of children giving one or more responses in the various categories, as follows: for each age-grade grouping, cols. 1-3, school populations A, B, and C, boys and girls combined; col. 4,

CATEGORY	School...	GRADES 1-3						GRADES 4-6					
		Ages 6-9						Ages 9-12					
		A	B	C	Av. of All			A	B	C	Av. of All		
		BG	BG	BG	B	G	Tot.	BG	BG	BG	B	G	Tot.
	No.....	176	368	150	363	331	694	143	309	200	309	343	652
A. Material things, specific objects, toys, food, shelter, pets, dress, etc.....		.6	.8	6.0	1.0	3.6	2.3	3.2	1.4	3.5	1.9	3.4	2.7
B. Sports, play, games, outdoor ac- tivities.....		60.2	68.5	60.7	64.3	56.1	61.2	60.8	76.4	74.5	73.5	68.0	70.8
Games, athletic activities.....		58.5	63.0	48.7	60.5	52.6	56.6	49.7	58.3	40.5	56.5	43.2	49.9
Swimming, skating, skiing, sleighting.....		1.1	.5	6.0	2.0	3.1	2.6	7.0	6.5	15.0	6.3	12.4	9.4
Outdoor life, hiking, hunting, trapping, scouting.....		.6	1.1	1.3	1.8	.2	1.0	6.3	4.9	7.0	9.2	3.2	6.2
Bicycling, horseback riding.....		1.1	3.5	2.7	3.6	1.2	2.4	2.1	10.4	12.0	3.9	12.0	8.0
Bowling, pool, billiards.....		0	0	0	0	0	0	0	0	.5	.3	0	.2
Driving car, motorcycle, plane..		0	0	.7	0	.4	.2	.7	0	0	.5	0	.3
Spectator at baseball, etc.....		1.1	0	0	.4	.4	.4	0	.3	0	0	.2	.1
Miscellaneous.....		0	.5	2.7	1.1	.6	.8	.7	.6	1.0	.8	.8	.8
C. Miscellaneous places of recrea- tion, parks; travel, camp, re- sort.....		5.7	1.6	1.3	1.9	3.9	2.9	7.7	4.5	.5	2.4	5.7	4.1
D. Radio, movies, theater, comics..		2.8	.5	10.7	4.0	5.3	4.6	5.6	4.9	12.0	5.5	9.5	7.5
Movies.....		1.7	.5	10.7	3.6	4.9	4.3	5.6	4.4	11.5	5.2	9.2	7.2
Other.....		1.1	0	0	.4	.4	.4	0	.3	.5	.2	.3	.3
E. Social activities, organizations, parties, Scouts, DeMolay, dances.....		0	0	0	0	0	0	1.4	2.3	0	1.5	1.0	1.3
F. Sights, "go and see" activities, museums†.....		.6	0	0	.4	0	.2	0	.3	.5	0	.5	.3
G. Areas of study, reading, school subjects.....		5.7	2.2	1.3	3.5	2.6	3.0	5.6	4.2	2.5	4.3	3.9	4.1
Reading, going to library, etc...		4.0	.8	1.3	2.4	1.6	2.0	4.2	2.3	1.0	1.9	3.0	2.5
Science, science experiments, etc.		1.7	1.4	0	1.0	.9	1.0	0	2.0	0	.9	.4	.7
Other.....		0	0	0	0	0	0	1.4	0	1.5	1.5	0	.8

OUTSIDE SCHOOL

average per cent of boys in the total population; col. 5, average per cent of girls in the total population; col. 6, average per cent of boys and girls combined in the total population (average of cols. 4 and 5).*

GRADES 7-9						GRADES 10-12					
Ages 12-15						Ages 15-18					
A	B	C	Av. of All			A	B	C	Av. of All		
BG	BG	BG	B	G	Tot.	BG	BG	BG	B	G	Tot.
98	274	200	282	290	572	94	136	100	159	171	330
5.1	1.5	3.0	3.1	3.2	3.2	2.1	0	7.0	3.6	2.3	3.0
49.0	48.9	65.0	56.4	51.9	54.2	47.9	49.3	53.0	56.9	41.8	49.4
21.4	28.8	33.5	34.2	21.4	27.8	20.2	16.9	15.0	22.0	13.0	18.0
8.2	12.0	14.0	7.0	15.8	11.4	14.9	14.7	7.0	11.2	12.9	12.1
9.2	8.0	10.5	14.2	4.3	9.3	11.7	11.8	15.0	20.6	5.0	12.8
12.2	11.7	8.5	4.7	16.9	21.6	6.4	1.5	7.0	4.2	4.7	4.5
0	1.5	6.5	2.7	3.3	3.0	4.3	8.1	9.0	5.0	8.0	6.5
0	.4	3.0	1.0	1.2	1.1	1.1	.7	8.0	3.6	2.9	3.3
1.0	.4	1.5	.7	1.2	1.0	2.1	2.2	2.0	1.1	2.5	1.8
0	3.3	0	1.3	.9	1.1	2.1	1.5	1.0	.5	2.5	1.5
6.1	4.0	10.5	5.2	8.5	6.9	11.7	8.1	6.0	7.4	9.4	8.4
5.1	20.4	14.5	9.8	16.7	13.3	16.0	19.1	10.0	8.9	18.7	13.8
5.1	19.3	13.0	9.2	15.6	12.4	11.7	18.4	10.0	8.4	16.4	12.4
0	1.1	1.5	.6	1.1	.9	4.3	.7	2.0	1.1	3.2	2.2
4.1	9.9	0	1.3	8.0	4.8	12.8	15.4	0	3.2	13.0	8.1
0	.4	.5	.3	.2	.3	0	.7	1.0	1.1	0	.6
13.3	4.0	10.5	5.3	13.3	9.3	20.2	5.9	15.0	8.5	18.3	13.4
12.2	4.0	6.0	3.0	11.9	7.5	16.0	5.1	10.0	2.5	17.7	10.1
2.0	0	0	1.3	0	.7	3.2	.8	0	2.3	.6	1.5
0	0	4.5	1.7	1.3	1.5	1.1	0	5.0	3.7	0	1.9

TABLE X. WHAT I LIKE BEST

CATEGORY	School...	GRADES 1-3						GRADES 4-6					
		Ages 6-9						Ages 9-12					
		A	B	C	Av. of All			A	B	C	Av. of All		
		BG	BG	BG	B	G	Tot.	BG	BG	BG	B	G	Tot.
	No.....	176	368	150	363	331	694	143	309	200	309	343	652
H. Art (activity or appreciation)...		3.4	.3	2.0	2.0	1.8	1.9	2.1	1.6	2.0	.6	3.1	1.9
Graphic: coloring, drawing, painting.....		2.8	.3	.7	2.0	.6	1.3	0	.3	.5	.3	.2	.3
Music, including orchestra, singing.....		.6	0	1.3	0	1.3	.7	2.1	.6	1.5	0	2.7	1.4
Other.....		0	0	0	0	0	0	0	.6	0	.2	.2	.2
J. Crafts, mechanical arts.....		0	0	1.3	.9	0	.5	4.2	1.9	1.5	3.5	1.7	2.6
K. Cooking, sewing, other domestic arts.....		0	0	0	0	0	0	1.4	.3	0	0	1.0	.5
Ka. Miscellaneous hobbies.....		0	0	0	0	0	0	0	0	1.0	.3	.3	.3
M. Self-improvement, -understanding, including vocational placement or competence.....		2.3	1.1	0	.9	1.3	1.1	5.6	3.9	1.0	3.3	3.6	3.5
R. Chores, duties, everyday routines		6.3	7.3	8.0	7.2	7.3	7.3	5.6	3.2	1.0	1.2	5.0	3.1
S. Miscellaneous school demands, privileges, comforts, discomforts.....		0	.8	0	.3	.2	.2	0	1.0	0	.5	.2	.4
Homework.....		0	.5	0	.2	.2	.2	0	1.0	0	.5	.2	.4
School facilities, going to school.		0	.3	0	.2	0	.1	0	0	0	0	0	0
W. People.....		13.6	6.2	5.3	5.7	11.2	8.5	4.9	4.9	3.5	3.9	4.8	4.4
Non-relatives.....		4.5	3.5	.7	2.2	3.7	3.0	1.4	1.3	1.5	.3	2.3	1.3
Relatives.....		9.7	2.7	4.7	3.9	7.6	5.8	4.2	3.6	2.5	3.9	2.9	3.4
BB. Benefits for self (general or specific).....		0	0	0	0	0	0	0	0	0	0	0	0
CC. Benefits for others; mankind (general or specific).....		0	0	0	0	0	0	0	0	0	0	0	0
DD. Miscellaneous.....		0	0	.7	.4	0	.2	0	0	.5	.3	0	.2
EE. Unintelligible, no answer.....		1.1	17.7	2.7	7.1	7.3	7.2	2.8	7.4	1.5	3.8	4.0	3.9
FF. "Being on the go".....		0	.5	0	.2	.2	.2	0	1.6	.5	.2	1.2	.7

* The values represent *per cent of children*, not per cent of items reported. A tally of one and one only was given for one wish or for several wishes within a given category. This holds for the more inclusive categories as well as for the subcategories. As a result, the cumulative percentages represented by the subcategories may exceed the values shown for a major category. For an explanation

OUTSIDE SCHOOL (Continued)

GRADES 7-9							GRADES 10-12						
<i>Ages 12-15</i>							<i>Ages 15-18</i>						
A	B	C	Av. of All				A	B	C	Av. of All			
BG	BG	BG	B	G	Tot.		BG	BG	BG	B	G	Tot.	
98	274	200	282	290	572		94	136	100	159	171	330	
5.1	3.3	3.5	2.4	5.5	4.0		10.6	3.7	5.0	4.6	8.7	6.7	H.
3.1	1.5	.5	2.1	1.3	1.7		3.2	.7	2.0	0	3.9	2.0	
2.0	1.8	3.5	.3	4.6	2.5		8.5	3.0	3.0	4.6	5.4	5.0	
0	0	0	0	0	0		0	0	0	0	0	0	
2.0	2.2	3.5	4.5	.7	2.6		6.4	2.2	8.0	11.3	0	5.7	J.
2.0	.4	0	.7	.9	.8		2.1	2.2	3.0	0	5.0	2.5	K.
0	0	5.0	3.0	.3	1.7		0	0	3.0	.6	1.7	1.2	Ka.
5.5	7.1	8.0	.8	5.0	6.9		16.0	9.6	10.0	18.1	6.0	12.1	M.
3.1	4.0	2.0	2.2	3.9	3.6		0	0	2.0	.6	.8	.7	R.
1.0	0	0	.7	0	.4		0	0	0	0	0	0	S.
0	0	0	0	0	0		0	0	0	0	0	0	
1.0	0	0	.7	0	.4		0	0	0	0	0	0	
7.1	5.1	6.5	3.7	8.9	6.3		24.5	8.8	12.0	9.3	20.9	15.1	W.
3.1	2.9	5.5	2.4	5.2	3.8		17.0	7.3	10.0	7.3	15.6	11.5	
5.1	2.2	1.0	1.3	4.3	2.8		9.6	1.5	2.0	2.9	5.8	4.4	
0	0	0	0	0	0		0	0	1.0	.6	0	.3	BB.
0	.7	0	0	.5	.3		0	0	0	0	0	0	CC.
1.0	0	1.5	0	1.7	.9		2.1	0	1.0	1.5	.6	1.1	DD.
5.1	6.2	2.5	5.0	4.2	4.6		4.3	8.1	0	4.0	4.3	4.2	EE.
0	.7	0	.5	0	.3		0	.7	2.7	.6	1.3	1.0	FF.

of the omission of certain categories, see the introductory statement.

† Includes a total of four children (in a total population of 2,248) who mentioned going to a museum or art exhibition or zoo.

TABLE XI. WHAT I LIKE LEAST OR

The values represent percentages of children giving one or more responses in the various categories, as follows: for each age-grade grouping, cols. 1-3, school populations A, B, and C, boys and girls combined; col. 4,

CATEGORY	School...	GRADES 1-3						GRADES 4-6					
		Ages 6-9						Ages 9-12					
		A	B	C	Av. of All			A	B	C	Av. of All		
	Sex.....	BG	BG	BG	B	G	Tot.	BG	BG	BG	B	G	Tot.
	No.....	176	368	150	363	331	694	143	309	200	309	343	652
A. Material things, specific objects, toys, food, shelter, pets, dress, etc.....		1.1	.8	3.3	1.1	2.3	1.7	1.4	1.0	3.5	2.2	1.6	1.9
B. Sports, play, games, outdoor activities.....		5.1	13.9	9.3	10.7	7.6	9.2	7.0	21.0	18.0	14.7	15.9	15.3
Games.....		5.1	12.8	6.7	9.7	6.6	8.2	6.3	19.1	12.5	10.9	16.3	13.6
Other sports.....		0	1.1	2.7	1.4	1.1	1.3	1.4	1.9	5.5	3.8	2.2	3.0
C. Miscellaneous places of recreation, parks; travel, camp, resort.....		.6	.3	0	.4	.2	.3	1.4	.6	1.0	.8	1.3	1.1
D. Radio, movies, theater, comics..		0	0	0	0	0	0	0	1.3	1.0	0	1.5	.8
Movies.....		0	0	0	0	0	0	0	1.3	.5	0	1.2	.6
Other.....		0	0	0	0	0	0	0	0	.5	0	.9	.5
E. Social activities, organizations, parties, Scouts, DeMolay, dances.....		0	0	0	0	0	0	0	0	0	0	0	0
G. Areas of study, reading, school subjects.....		.6	.5	0	0	.8	.4	1.4	0	0	.5	.4	.5
Reading, going to library, etc...		.6	.3	0	0	.6	.3	.7	0	0	.5	0	.3
Other.....		0	.3	0	0	.2	.1	.7	0	0	0	.4	.2
H. Art (activity or appreciation)...		1.7	.3	.7	.6	1.1	.9	1.4	.3	1.5	1.1	1.1	1.1
Graphic: coloring, drawing, painting.....		.6	.3	0	.2	.4	.3	0	0	0	0	0	0
Music.....		1.1	0	.7	.4	.7	.6	1.4	.3	1.5	1.1	1.1	1.1
K. Cooking, sewing, other domestic arts.....		0	0	0	0	0	0	0	0	0	0	0	0
M. Self-improvement, -understanding, including vocational placement or competence.....		1.1	2.7	0	1.6	1.0	1.3	4.2	6.1	.5	5.2	2.3	3.8

DISLIKE MOST OUTSIDE SCHOOL

average per cent of boys in the total population; col. 5, average per cent of girls in the total population; col. 6, average per cent of boys and girls combined in the total population (average of cols. 4 and 5).*

GRADES 7-9							GRADES 10-12						
Ages 12-15							Ages 15-18						
A	B	C	Av. of All				A	B	C	Av. of All			
BG	BG	BG	B	G	Tot.		BG	BG	BG	B	G	Tot.	
98	274	200	282	290	572		94	136	100	159	171	330	
0	0	0	0	0	0		0	3.0	2.0	1.1	2.6	1.9	A.
14.3	7.3	3.5	7.4	9.5	8.8		1.1	6.6	3.0	4.2	3.4	3.8	B.
9.2	5.1	.5	4.6	5.3	5.8		0	0	0	0	0	0	
5.1	2.2	3.0	3.2	4.2	3.7		1.1	6.6	3.0	4.2	1.8	3.0	
2.0	.4	.5	.3	1.7	1.2		0	0	0	0	0	0	C.
0	.7	1.5	.6	.9	.8		3.2	0	1.0	.3	1.8	11.0	D.
0	.7	.5	.3	.6	.5		2.1	0	1.0	.3	1.2	.8	
0	0	1.0	.3	.3	.3		1.1	0	0	0	.6	.3	
0	0	1.0	.3	.3	.3		1.1	3.0	0	1.4	1.3	1.4	E.
1.0	.4	.5	.7	.6	.7		1.1	0	0	.9	0	.5	G.
1.0	.4	.5	.7	.6	.7		1.1	0	0	.9	0	.5	
0	0	0	0	0	0		0	0	0	0	0	0	
4.1	.4	3.5	2.0	3.4	2.6		2.1	.7	1.0	2.0	.6	1.3	H.
0	0	.5	.3	0	.1		0	0	0	0	0	0	
4.1	.4	3.0	1.7	3.4	2.6		2.1	.7	1.0	2.0	.6	1.3	
0	.4	0	0	.2	.1		0	0	2.0	0	1.7	.9	K.
14.3	13.1	6.0	16.8	5.2	11.0		4.3	12.5	12.0	13.3	5.9	9.6	M.

TABLE XI. WHAT I LIKE LEAST OR

CATEGORY	School...	GRADES 1-3						GRADES 4-6					
		Ages 6-9						Ages 9-12					
		A	B	C	Av. of All			A	B	C	Av. of All		
	Sex.....	BG	BG	BG	B	G	Tot.	BG	BG	BG	B	G	Tot.
	No.....	176	368	150	363	331	694	143	309	200	309	343	652
R. Chores, duties, everyday routines		45.5	25.0	33.3	35.3	34.0	34.7	47.6	21.7	34.5	25.5	42.4	34.0
S. Miscellaneous school demands, privileges, comforts, discomforts.....		.6	.3	0	.2	.4	.3	0	3.6	2.0	1.5	2.2	1.9
Homework.....		.6	.3	0	.2	.4	.3	0	2.9	1.0	.6	2.0	1.3
School facilities, going to school.		0	0	0	0	0	0	0	.7	1.0	.9	.2	.6
T. Home discipline, rules, restrictions.....		4.5	.8	3.3	3.6	2.2	2.9	0	1.3	3.0	.9	1.9	1.4
W. People.....		5.1	10.3	20.0	12.2	11.3	11.9	4.9	13.9	15.5	16.0	7.4	11.7
Non-relatives.....		2.8	8.2	11.3	8.8	5.8	7.3	2.1	13.6	12.0	13.3	5.1	9.2
Relatives.....		2.3	2.2	8.7	3.3	5.5	4.4	2.8	0	3.5	2.3	2.3	2.3
Y. Residing in particular city, community, etc.....		0	0	0	0	0	0	0	0	0	0	0	0
AA. Miscellaneous annoyances.....		1.1	4.1	2.7	2.4	2.9	2.7	.7	0	2.0	1.5	.9	1.2
BB. Benefits for self (general or specific).....		.6	1.1	1.3	1.3	.6	1.0	.7	.3	2.0	.6	1.4	1.0
CC. Benefits for others; mankind (general or specific).....		0	0	.7	0	.4	.2	0	.6	.5	.6	.2	.4
DD. Miscellaneous.....		0	0	1.3	0	.9	.5	2.1	0	0	1.6	0	.8
EE. Unintelligible, no answer.....		30.7	41.3	22.7	31.6	31.6	31.6	25.9	30.4	14.5	25.2	21.9	23.6
FF. Boredom, having nothing to do.		.6	.3	0	.4	.2	.3	0	1.3	1.5	.7	1.1	.9

* The values represent *per cent of children*, not per cent of items reported. A tally of one and one only was given for one wish or for several wishes within a given category. This holds for the more inclusive categories as well as for the subcategories. As a result, the cumulative percentages repre-

DISLIKE MOST OUTSIDE SCHOOL (Continued)

GRADES 7-9							GRADES 10-12						
<i>Ages 12-15</i>							<i>Ages 15-18</i>						
A	B	C	Av. of All				A	B	C	Av. of All			
BG	BG	BG	B	G	Tot.		BG	BG	BG	B	G	Tot.	
98	274	200	282	290	572		94	136	100	159	171	330	
19.4	15.7	48.0	21.1	34.3	27.4		18.1	16.9	29.0	14.7	28.7	21.7	R.
11.2	8.0	16.0	9.0	14.9	12.1		18.1	19.1	11.0	18.1	13.6	15.9	S.
11.2	7.7	16.0	8.7	14.9	12.0		18.1	18.4	11.0	17.6	13.6	15.6	
0	.4	0	.3	0	.2		0	.7	0	.5	0	.3	
0	0	0	0	0	0		2.1	0	3.0	2.5	.6	1.6	T.
9.2	5.8	8.0	9.1	6.4	7.3		22.3	3.7	18.0	12.0	18.6	15.3	W.
6.1	4.7	6.0	6.9	4.3	5.3		17.0	3.7	18.0	12.0	14.8	13.4	
3.1	1.1	2.0	2.0	2.1	2.1		5.3	0	0	0	3.0	1.5	
0	.4	.5	.3	.3	.3		0	0	0	0	0	0	Y.
1.0	0	4.0	2.3	1.0	1.8		4.3	0	8.0	2.2	5.7	4.0	AA.
0	.7	2.5	1.8	.3	.8		0	0	1.0	.6	0	.3	BB.
0	0	.5	.7	0	3.7		0	0	0	0	0	0	CC.
0	0	2.0	.6	.7	.3		0	0	2.0	1.1	0	.6	DD.
18.1	42.0	10.0	25.9	21.3	23.8		23.4	42.8	7.0	30.5	24.5	27.5	EE.
6.1	5.5	2.0	2.4	6.7	4.4		7.4	10.3	14.0	16.5	4.6	10.6	FF.

sented by the subcategories may exceed the values shown for a major category. For an explanation of the omission of certain categories, see the introductory statement.

TABLE XII. COMPARISON OF "LIKE BEST" AND "DISLIKE MOST" RESPONSES INCLUDING PUBLIC (PS) AND PRIVATE (PR),

CATEGORY	School...	LIKE BEST IN SCHOOL						LIKE LEAST IN SCHOOL					
		PsW ₁	PsW ₂	PsN ₁	PsN ₂ *	PrW ₁	PrW ₂ †	PsW ₁	PsW ₂	PsN ₁	PsN ₂	PrW ₁	PrW ₂
	No.....	176	368	200	43	176	40	176	368	200	43	176	40
A. Material things, specific objects, toys, food, shelter, pets, dress, etc.....		0	0	1.0	0	0	0	.7	1.6	0	0	0	0
B. Sports, play, festivities.....		3.5	2.6	19.0	2.3	51.1	42.5	1.4	6.8	4.5	7.0	2.3	15.0
C. Miscellaneous places of recreation, parks; travel, camp, resort.....		0	0	0	0	0	0	0	0	0	0	0	0
D. Radio, movies, theater, comics..		0	.3	.5	0	1.1	2.5	.7	0	0	0	0	0
Movies.....		0	0	.5	0	1.1	2.5	.7	0	0	0	0	0
Theater.....		0	0	0	0	0	0	0	0	0	0	0	0
Radio.....		0	0	0	0	0	0	0	0	0	0	0	0
Comics.....		0	0	0	0	0	0	0	0	0	0	0	0
E. Parties, dances, etc.....		0	1.9	0	2.3	0	0	0	.3	0	0	0	0
F. Sights, "go and see" activities, museums.....		0	0	.5	0	1.1	0	0	0	0	0	0	0
School excursions.....		0	0	.5	0	1.1	0	0	0	0	0	0	0
Sights and excursions apart from school.....		0	0	0	0	0	0	0	0	0	0	0	0
Cultural activities: museums, lectures, etc.....		0	0	0	0	0	0	0	0	0	0	0	0
G. Areas of study, subject matter..		79.0	89.0	50.0	86.1	34.1	42.5	60.1	48.9	39.0	32.6	41.5	20.0
Numbers, arithmetic, mathematics.....		24.5	36.9	16.0	51.2	10.2	12.5	10.5	10.4	13.5	7.0	10.8	12.5
Spelling.....		28.7	20.4	19.5	20.9	4.5	12.5	11.2	7.1	4.5	2.3	11.4	2.5
English usage, writing, reading, library.....		30.5	28.8	12.0	27.9	8.5	7.5	18.2	14.6	7.5	11.6	2.8	5.0
Natural science.....		1.4	5.5	0	0	6.2	10.0	0	3.9	0	0	15.9	0
Health.....		0	.6	0	0	.6	0	0	1.6	0	0	0	0
Social studies.....		4.9	13.3	17.0	18.6	8.0	5.0	21.7	14.6	16.5	11.6	5.1	0
Miscellaneous.....		0	0	0	0	0	0	0	0	0	0	0	0
H. Art (activity or appreciation)...		10.5	10.4	15.0	4.7	21.0	15.0	6.3	4.9	5.0	2.3	11.9	15.0
Graphic: coloring, drawing, painting.....		7.7	7.4	13.5	0	11.9	7.5	4.2	3.2	4.0	2.3	3.4	0
Music, including orchestra, singing.....		4.2	2.6	1.0	0	6.8	7.5	2.1	1.6	1.0	0	4.0	15.0
Dramatics.....		0	1.3	.5	4.7	3.4	0	0	0	0	0	0	0
Other.....		0	0	0	0	3.4	0	0	0	0	0	5.1	0

OF CHILDREN IN GRADES 4, 5, AND 6 IN VARIED SCHOOL SITUATIONS
NEGRO (N), AND WHITE (W)

LIKE BEST OUTSIDE SCHOOL						LIKE LEAST OUTSIDE SCHOOL						
PSW ₁	PSW ₂	PSN ₁	PSN ₂	PrW ₁	PrW ₂	PSW ₁	PSW ₂	PSN ₁	PSN ₂	PrW ₁	PrW ₂	
176	368	200	43	176	40	176	368	200	43	176	40	
2.8	1.6	.3	7.0	3.4	0	1.4	1.0	5.0	0	.6	0	A.
60.8	76.4	67.0	72.1	47.2	57.5	7.0	21.0	16.5	27.9	3.4	5.0	B.
7.7	4.5	6.0	0	14.8	15.0	1.4	.6	0	0	6.8	2.5	C.
5.6	4.8	9.0	2.3	14.8	20.0	0	1.3	1.5	2.3	2.3	0	D.
0	0	9.0	2.3	6.8	10.0	0	1.3	1.5	0	.6	0	
0	0	0	0	5.1	10.0	0	0	0	0	0	0	
0	0	0	0	2.8	0	0	0	0	0	1.1	0	
0	0	0	0	0	0	0	0	0	0	.6	0	
0	0	3.0	0	1.1	0	0	0	0	0	0	0	E.
0	.3	3.0	0	2.3	5.0	0	0	1.0	0	1.1	0	F.
0	0	0	0	0	0	0	0	0	0	0	0	
0	0	1.0	0	.6	0	0	0	0	0	0	0	
0	.3	2.0	0	1.7	5.0	0	0	1.0	0	1.1	0	
5.6	4.2	2.0	2.3	7.4	2.5	1.4	0	0	2.3	0	2.5	G.
0	0	.5	0	0	0	.7	0	0	0	0	0	
0	0	0	0	0	0	0	0	0	0	0	0	
4.2	2.3	.5	2.3	7.4	0	.7	0	0	0	0	2.5	
0	1.9	1.0	0	0	2.5	0	0	0	0	0	0	
0	0	0	0	0	0	0	0	0	0	0	0	
1.4	0	0	0	0	0	0	0	0	2.3	0	0	
0	0	0	0	0	0	0	0	0	0	0	0	
2.1	1.6	1.5	0	8.0	5.0	1.4	.3	1.5	0	5.7	0	H.
0	.3	0	0	.6	2.5	0	0	.5	0	0	0	
2.1	.6	.5	0	3.4	2.5	1.4	.3	1.0	0	5.7	0	
0	.6	0	0	0	2.5	0	0	0	0	0	0	
0	0	1.0	0	4.0	0	0	0	0	0	0	0	

OF CHILDREN IN GRADES 4, 5, AND 6 IN VARIED SCHOOL SITUATIONS
NEGRO (N), AND WHITE (W) (Continued)

LIKE BEST OUTSIDE SCHOOL						LIKE LEAST OUTSIDE SCHOOL						
PsW ₁	PsW ₂	PsN ₁	PsN ₂	PrW ₁	PrW ₂	PsW ₁	PsW ₂	PsN ₁	PsN ₂	PrW ₁	PrW ₂	
176	368	200	43	176	40	176	368	200	43	176	40	
4.2	1.9	1.0	0	2.8	2.5	0	0	0	0	.6	0	J.
1.4	.3	0	0	0	0	0	0	0	0	0	0	K.
0	0	0	0	1.7	2.5	0	0	0	0	0	0	Ka.
5.6	3.9	2.5	7.0	0	0	4.2	6.1	.5	7.0	2.3	0	M.
0	0	0	0	0	0	0	0	0	0	0	0	Q.
5.6	3.2	2.0	9.3	1.1	0	47.6	21.7	12.5	16.3	22.7	30.0	R.
0	1.0	.5	0	1.7	0	0	3.6	1.0	0	8.0	5.0	S.
0	0	0	0	0	0	0	0	0	0	0	0	
0	0	0	0	1.1	0	0	2.9	1.0	0	8.0	5.0	
0	0	0	0	0	0	0	0	0	0	0	0	
0	0	0	0	0	0	0	0	0	0	0	0	
0	0	.5	0	1.1	0	0	.6	0	0	0	0	
0	0	0	0	0	0	0	1.3	1.0	2.3	4.5	5.0	T.
0	0	0	0	0	0	0	0	0	0	0	0	U.
4.9	4.9	2.5	7.0	9.6	7.5	4.9	14.2	33.0	23.3	9.6	5.0	W.
0	0	0	0	0	0	0	0	0	0	0	0	
0	0	0	0	0	0	0	0	0	0	0	0	
1.4	1.3	1.0	4.7	4.0	5.0	2.1	13.3	33.5	23.2	8.0	2.5	
4.2	3.5	1.5	2.3	6.2	2.5	2.8	0	0	0	2.3	2.5	
0	0	0	0	0	0	.7	0	2.5	2.3	5.1	2.5	AA.
0	0	0	0	0	0	.7	.3	1.5	0	2.8	12.5	BB.

TABLE XII. COMPARISON OF "LIKE BEST" AND "DISLIKE MOST" RESPONSES INCLUDING PUBLIC (PS) AND PRIVATE (PR),

CATEGORY	School...	LIKE BEST IN SCHOOL						LIKE LEAST IN SCHOOL					
		PsW ₁	PsW ₂	PsN ₁	PsN ₂ *	PrW ₁	PrW ₂ †	PsW ₁	PsW ₂	PsN ₁	PsN ₂	PrW ₁	PrW ₂
	No.....	176	368	200	43	176	40	176	368	200	43	176	40
CC. Benefits for others; mankind (general or specific).....		0	0	0	0	0	0	0	0	1.0	0	.6	0
DD. Miscellaneous.....		0	0	.5	0	1.1	0	0	0	1.0	0	.6	0
EE. Unintelligible, no answer, "ev- erything," "nothing".....		3.5	2.3	3.5	4.7	2.3	0	23.8	27.8	15.5	14.0	15.9	22.5
FF. Boredom or "being on the go".. Miscellaneous problems relating to pupils in boarding school..		0	0	0	0	0	0	0	0	0	0	0	0
		0	0	0	0	0	0	0	0	0	0	0	5.0

* Age restrictions not observed.

† There were no separately labeled grades.

OF CHILDREN IN GRADES 4, 5, AND 6 IN VARIED SCHOOL SITUATIONS
NEGRO (N), AND WHITE (W) (Continued)

LIKE BEST OUTSIDE SCHOOL						LIKE LEAST OUTSIDE SCHOOL					
PsW ₁	PsW ₂	PsN ₁	PsN ₂	PrW ₁	PrW ₂	PsW ₁	PsW ₂	PsN ₁	PsN ₂	PrW ₁	PrW ₂
176	368	200	43	176	40	176	368	200	43	176	40
0	0	0	2.3	0	0	0	.6	0	0	0	2.5
0	0	0	0	0	0	2.1	0	2.0	0	1.1	0
2.8	7.4	6.0	2.3	2.8	7.5	25.9	30.4	22.5	18.6	28.4	27.5
0	1.6	0	0	0	2.5	0	1.3	0	0	1.1	2.5
0	0	0	0	0	7.5	0	0	0	0	0	2.5

CC.

DD.

EE.

FF.

. *E* .

REACTIONS OF TEACHERS TO THE INTEREST FINDER

The teachers who used the Interest Finder or who looked over the children's replies after someone else had used the finder with their pupils were in the main very much pleased with it and interested in the results it yielded. Teachers frequently remarked that the responses given by one or more of the children were thought-provoking or gave a different slant on an individual child or on the group as a whole. Many teachers said that responses by children led to further inquiry which afforded them new insight or better understanding of individual children. There were, of course, some teachers who said that the instrument did little more than confirm what they already knew. Others, again, while maintaining that the instrument gave them little information they could not obtain by other means, also stated that it provided some kinds of information more quickly.

The instrument used in this study is only one of many approaches that might be used for studying children. To say this, however, is to say a good deal, for any technique that teachers can use for better understanding of children is all to the good. Any procedure that makes it possible for the teacher to be, for the moment, detached and objective is likely to be helpful. It appears that the present instrument serves that purpose very well, not only by giving the specific items of information about the individual child but also by providing a basis for comparing the answers of one youngster with the answers of many other children.

The fact that, as judged by findings in this study, teachers are quite happy to apply an instrument such as the one here used and are pleased to note the results it yields is all the more important for our present purpose since a study of children's expressed interests should be regarded as only a starting point when an effort is made either to understand or to utilize interests for educational purposes. The fact that the present instrument not only reveals specific items of information but also, through these, provokes curiosity and a desire

for further inquiry is, for practical purposes, more important than the specific items of information that the Finder yields.

It is this last thought which, in the judgment of the authors, provides the key to the proper approach to the use of children's interests in education. The present study of children's interests is only one of hundreds that have been made. But it is not unfair to say that these hundreds of studies of children's interests have had limited educational significance. The aim in a study of interests is not simply to discover what a child now says he likes or does not like to do. Rather it is to use this approach as a starting point to discover what the interests which the child reveals mean in the economy of his life—what can be built upon them or what lacks and gaps in his experiences they reveal. Such study is needed. In the meantime, results obtained at the first level of investigation, as in the present study, serve as a useful background against which to interpret the specific interests the child expresses. They are useful also in raising questions as to the worth of many of the things children of today learn to be interested in.

Date Due

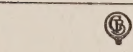
NEW BOOK

OC 8 '51

MY 20 '52

MY 11 '55

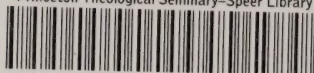
JUN 5 '58



LB1065 .J56

Children's interests and what they

Princeton Theological Seminary-Speer Library



1 1012 00141 8096